

KING EDWARD VII SCHOOL POLICY



Safeguarding and Child Protection Policy (incorporating the Self Harm Policy)

Document Adopted by Governing Body

Date: September 2022

A handwritten signature in blue ink, appearing to read 'Peter Dickson', is written over the 'Signed (Chair):' line.

Signed (Chair):

Print Name: Peter Dickson

Leadership Team Responsibility: Catherine Jackson

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POLICY FRONT SHEET

We all have a statutory duty to “safeguard and promote the welfare of children”. If you have any concerns about the health and safety of a student at King Edward VII School or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away. Some issues, e.g. a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small rather than ignore or miss a concern. You must do this by using CPOMS (Child Protection Online Monitoring System) and alert the correct staff which will send an immediate notification to the Safeguarding Leads, Key Stage Leads and Pastoral Managers

If you think the matter is serious and may be related to a Child Protection concern, where the child has been harmed or is at risk of harm, e.g. physical, sexual, emotional abuse or neglect, you must talk to a Safeguarding Lead (named below) immediately. If you are unable to contact them you can ask the School office staff to locate them and request that they speak to you straight away about a confidential and urgent matter.

The child protection guidelines within this policy should be followed for all students aged 19 or under.

The key people you should talk to and share concerns with, are listed below.

The Designated Safeguarding Lead is:

Ms Catherine Jackson, Assistant Headteacher
Her office is located on the ground floor at Lower School (Ext 3028)

The Designated Safeguarding Deputy Leads are:

Ms Linda Gooden, Headteacher (whole School responsibility)
Mrs Louisa Warde, Assistant Headteacher Key Stage 4, based at Upper School (Ext 2049)
Mrs Clare Corker, Senior Learning Mentor Safeguarding and Children Looked After, based at Upper School (Ext 2065)

The Safeguarding Team in the School includes:

Ms Linda Gooden, Headteacher: responsible for implementing policies and procedures, allocating resources to the Safeguarding Team and addressing staff safeguarding concerns.

Miss Catherine Jackson, Designated Safeguarding Lead (DSL): a member of the Leadership Team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to the other staff, liaising with the local authority, and working with other agencies.

Designated Safeguarding Deputy (DSD):**Mrs Louisa Warde, Assistant Headteacher Key Stage 4****Mrs Clare Corker, Senior Learning Mentor : Safeguarding and Children Looked After**

a member of the teaching, support or pastoral staff, in a post which requires assessment of children, with sufficient status and authority to effectively deputise for the DSL role above. This cannot be an administrative or finance worker.

Special Educational Needs Coordinator (SENDCO):**Mrs Anne-Marie Murray**

staff member who provides advice, liaison and support for School staff and other agencies working with students with special education needs, additional needs and their families and or carers.

Children Looked After (CLA) Designated Teacher:**Ms Catherine Jackson – supported by the Senior Learning Mentor and Children Looked After Deputy – Mrs Clare Corker**

promotes the educational achievement of 'looked after' children who are on the School roll, helps staff understand issues that affect how they learn and achieve, and ensures appropriate staff have the information they need.

Online Coordinator:**Mr David Kavanagh**

develops and maintains a culture of online safety within the school setting

Your Safeguarding Children Team also links with the Safeguarding/Child Protection Governor, Dr Peter Dickson. The Governing Board ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and identifies areas of strength and areas for improvement. The Governing Board works closely with the Safeguarding Team in School and receive regular updates.

Chair of Governors: takes the lead in dealing with allegations of abuse made against the Headteacher (and other members of staff when the Headteacher is not available), in liaison with the Local Authority, and on safe recruitment practices with the Headteacher. The Chair of Governors is **Mr Peter Dickson**

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Headteacher unless it involves them and then it should be reported directly to the Chair of the Governing Board.

Designated Safeguarding Lead	Miss Catherine Jackson (Whole School)
Deputy Designated Safeguarding Leads	Ms Linda Gooden (Headteacher) Mrs Louisa Warde (KS4/KS5) Mrs Clare Corker (KS4/KS5)
Designated Safeguarding Governor	Dr Peter Dickson

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Enabling and supporting children to achieve their best outcomes.

It is essential that we use this policy with all children and young adults. **The child protection guidelines within this policy should be followed for all students aged 19 or under.**

Safeguarding and Child Protection Policy (Incorporating Self Harm)

2. Purpose of the Policy

- To protect children and young people from harm and neglect
- To facilitate the sharing of information so that children, young people and families can access services and support they need
- To provide all stakeholders, with the overarching principles and systems that guide the School's approach to protecting children and young adults.

This policy applies to anyone working on behalf of King Edward VII School. This includes paid staff and volunteers, middle and senior leaders, the Governing Board, sessional workers, agency staff and students.

3. Definitions

Safeguarding children and young people, is a collective responsibility. Working together to safeguard children is crucial to protect them from harm, abuse and neglect. We must ensure that children and young people grow up in circumstances that are safe, to protect them from maltreatment and to prevent the impairment of their health and development.

Child Protection is the activity undertaken to protect specific children who are suffering or at risk of suffering significant harm. This could be from a single traumatic event or an accumulation of significant events which interrupt or damage the child's physiological or psychological development.

Legislation places responsibilities on School staff in the identification, prevention and management of child abuse and of safeguarding children from harm. Staff in school and alternative educational settings are well placed to notice changes in children's behaviour, injuries and other indicators of abuse. As trusted adults they may also receive disclosures from students about issues relevant to their safety. King Edward VII School fully recognises the contribution it can make to protect children and young people, including young adults, and support them in School.

The Sheffield Children's Safeguarding Partnership (SCSP) has developed guidelines in relation to safeguarding children and these have been used in reviewing and developing our policies. The School also recognises and responds to the changes made by Keeping Children Safe in Education 2022-2023.

There are three main elements to our Safeguarding Policy:

- Prevention
- Protection
- Support

4. Prevention, Protection, Support

Prevention

We will:-

- Establish an ethos where young people feel secure, are encouraged to talk and are listened to
- Provide a PSHE curriculum for KEY Stage 3,4 and 5, to show awareness of young people's needs and development and help students to protect and care for themselves
- Ensure young people know that there are adults in School who they can approach if they are worried or are in difficulty
- Ensure that where possible, effective working relationships are established with parents and carers and colleagues from other agencies
- Ensure that staff are informed and aware of the need to observe young people for any changes in behaviour or appearance and to report concerns
- Identify vulnerable young people and give them support to communicate their needs and concerns to appropriate adults
- Ensure all staff, including temporary and supply staff, know the name of the DSL and understand their responsibilities for protecting children and reporting concerns
- Ensure that all volunteers at School know how to report any concerns they may have involving a young person.
- Follow safe recruitment in checking the suitability of staff and volunteers to work with children. All adults working in the School will be checked following the appropriate guidance. Visitors to the School will not be with students without supervision unless we know they have been DBS (Disclosure and Barring Services) checked (see Guidance on Visitors to School for further details).

Protection

All adults working with young people have a responsibility to protect them. There are key people who have specific responsibilities under safeguarding procedures. The School will ensure that Designated Safeguard Leads are in place, across both sites

and have received appropriate training for their roles. School will ensure they have a:-

- Designated Safeguard Lead (DSL) – responsible for coordinating information within School, advising staff or seeking further advice, liaising with external agencies, keeping all child protection records and arranging training for staff.
- Designated Safeguard Deputy (DSD) – to support DSL, act with DSL or in DSL's place to advise staff or seek further advice, liaise with external agencies, attend conferences, strategy and core meetings.
- Headteacher – to be aware of all child protection issues and to act in the absence of DSL/DSD.
- Headteacher to act on any allegations against staff.
- Designated Safeguarding Governor – to ensure procedures are followed and report to the Governing Board and attend relevant safeguarding training, as required.

All Governors will receive appropriate safeguarding and child protection training.

Procedures

We will:

- Follow the procedures set out in Keeping Children Safe in Education 2022-2023 and notify staff of these changes.
- Follow the procedures set out in Supporting Students in Schools with Medical Conditions April 2015. These procedures will be shared with key staff in School.
- Ensure that staff are aware of the need to share concerns
- Ensure that Child Protection issues are dealt with in a confidential manner with only those with a 'need to know' being informed
- Ensure that staff have appropriate training in safeguarding and child protection to carry out their duties effectively, and keep a record of any training completed
- Log all concerns on the School's electronic CPOMS system to alert key staff (Child Protection Online Monitoring System)
- Keep all Child Protection records secure at Key Stage 3, 4 and 5, by the Safeguarding Lead and Deputies. They will not be stored with other student records.

Safeguarding staff and Pastoral Teams will hold strategy meetings weekly, to discuss safeguarding concerns.

Information Sharing

We will:

- Make referrals to and share information with other agencies following agreed procedures

- Develop effective links with relevant agencies and cooperate as required, regarding child protection. This includes attendance at case conferences, strategy meetings, TAF meetings, CP and CIN meetings
- Discuss with students and their families any information or assessments we record, how and why we will share this information with other agencies and gain their consent where appropriate
- Promote the effective transfer of safeguarding and confidential information from primary schools.
- Ensure documents are transferred if students transfer to or leave King Edward VII School during the academic year
- Transfer files confidentially files using SFX and Anycomms systems.
- Report termly to the Governing Board on safeguarding practice and procedures
- The School will complete the Safeguarding Children Annual Report
- Inform the Safeguarding Hub if King Edward VII School staff become aware of any student being privately fostered, expecting that they will liaise with the private foster carer and inform the Local Authority of the arrangement.
- Send confidential emails using password protected files, Anycomms or SFX.
- Liaise with the Virtual School and Social Care with regard to Children Looked After.

Support to students, parents and staff

Students

We recognise that young people who are abused, have witnessed violence or suffer extreme problems may be severely affected by their circumstances.

We will support young people by:

- Fostering an ethos which promotes a positive and secure environment and gives students a sense of being valued
- Following a Consistent Conduct Policy which aims to support all students
- Offering appropriate support through the School pastoral systems
- Monitoring attendance and keeping appropriate attendance and inclusion teams informed of any concerns, and steps made to support those families where applicable
- Offering support to identified students who have Child Protection Plans or who are identified as a Child In Need
- Liaising with other outside agencies, if required, to gain additional and appropriate support
- Ensuring that decisions made put the safety and well-being of the young person first

Parents and Carers

We will:

- Ensure that parents and carers understand the responsibility placed on staff with regard to safeguarding
- Discuss any safeguarding needs of a child/young person with their parent/carer as early as possible in an open and honest manner
- Arrange meetings at times and in locations that parents/carers can attend and feel comfortable with so that their views can be listened to
- Aim to seek the consent of the student and parent/carer if appropriate and safe to do so, before sharing information, wherever possible
- Support and advise parents and carers on issues relating to their child and agree any requests for support that may be identified wherever possible and appropriate
- Place a safeguarding eaflet on the website, giving a summary of key safeguarding information to parents of new starters.
- Email an Online Safety Newsletter to parents monthly.

The role of School staff:

We will give clear guidance to staff on how to work safety with children. Guidance will cover:

- Staff responsibilities with regard to safeguarding, including how to refer a concern
- Appropriate contact with students and young adults
- Avoiding situations where allegations may be made against them

All staff will be kept informed of safeguarding procedures through information in the Staff Handbook, staffroom noticeboards, emails, on the shared drive in the safeguarding folder, through training sessions, regular briefings and via the monthly Online Safety Newsletter.

Staff will be able to identify concerns early, provide help for children and young people, promote welfare and prevent concerns from escalating, by following appropriate steps and actions.

New staff will be given safeguarding training as part of the induction process.

Supply teachers, volunteers and visitors to the site will be informed of our safeguarding procedures and informed who to report to in the case of concerns.

The School will follow Sheffield Children's Safeguarding Partnership's Procedures where an allegation is made against a member of staff or volunteer.

It is the responsibility of the PFI contractor to ensure that their employees meet safeguarding recruitment standards. We will ask for written confirmation that this is the case and inform their staff of our School procedures.

5. Framework

Child Protection and safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practise are the responsibilities of the Sheffield Children's Safeguarding Partnership (SCSP).

In Sheffield, all professionals must work in accordance with the SCSP Child Protection and Safeguarding Procedures.

Our School also works in accordance with:

- 'Keeping Children Safe in Education' (DfE, September 2022)
- 'Working Together to Safeguard Children (DfE, 2018)
- 'Information Sharing' (DfE July 2018)
- 'Thresholds of Needs Guidance' (Sheffield October 2018)
- Sexual Violence and Sexual Harassment between Children in schools and colleges (September 2021)
- Care Act (2014)
- Equality Act (2010)
- Data Protection Act (2018)

The document 'Keeping Children Safe in Education' – DfE September 2022, **MUST** be read in conjunction with this policy. This document is located in the Safeguarding folder (Admin O).

6. Key Related Policies

This Policy should be read and used in conjunction with related policies in School. These include:

- Anti-Bullying Policy
- Attendance Policy
- Consistent Conduct Policy
- Equality Statement
- Exclusions Policy
- Health and Safety Policy
- Online Safety Policy
- Risk Assessment Policy
- Supporting Students with Medical Conditions Policy
- Trips and Visits Policy
- Volunteers Policy
- Whistle-Blowing Policy
- Preventing Extremism and Radicalisation Policy
- Dealing with Drugs Related Incidents Policy

7. Roles and Responsibilities

- All adults working with or on behalf of children and young people have a responsibility to protect them and to provide a safe environment in which they can learn. There are key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those in our School with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads) are shown on the Policy Front Sheet.
- The Designated Safeguarding Lead in School has responsibility for managing Child Protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They must ensure that everyone in School (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed. They should be a source of advice and support for other staff (on Child Protection matters) and ensure that timely referrals to Children's Social Care are made in accordance with local procedures. If for any reason the Designated Safeguarding Lead is unavailable, one of the Deputy Designated Safeguarding Leads will act in their absence. A designated member of staff will be available, at all times and the School is open to respond to safeguarding concerns and offer advice.
- The Governing Board and School Leadership Team are responsible for ensuring that the School follows recruitment procedures that help to deter, reject or identify people who might abuse children (see 'Keeping Children Safe in Education 2022' for further information).
- The Designated Governor for Safeguarding ensures there is an effective Safeguarding Policy in place and that this is updated annually. The Governing Board will not be given details relating to individual cases or situations to ensure confidentiality is not breached.
- The Headteacher and/or the Designated Safeguarding Lead provide an Annual Safeguarding Report for the Governing Board. This report is sent to the Quality Assurance and Involvement Service at the Sheffield Children's Safeguarding Partnership.
- This Safeguarding and Child Protection Policy (incorporating the Self Harm Policy) is published on the School website alongside a link to the full Sheffield Children Safeguarding Partnership Policies and Procedures. Ofsted have confirmed that any Sheffield School or education setting can adopt the safeguarding policies and procedures from the SCSP website. The Local Authority is responsible for ensuring that they are accurate and updated annually.
- The School will actively promote online safety on our website and signpost stakeholders to information that will help keep children safe online. A monthly newsletter will be distributed to parents, carers and staff within School.
- The Headteacher, Designated Safeguard Lead and the Safeguarding Governor will conduct an Annual Audit of Safeguarding in the School and will develop and monitor the School action plan.

8. Child Protection

Adults in schools in regular contact with students are in a position to develop trusting relationships and to observe changes in behaviour or appearance. An individual adult may be chosen by a student to share confidential information or concerns of a personal nature. Regrettably, these occasions may include circumstances in which child abuse is suspected or alleged. All such situations must be taken seriously. Definitions of abuse are given in Section 14.

It is the policy of King Edward VII School to safeguard the welfare of its students and all others involved in the work of the School by protecting them from physical, emotional or sexual harm. The policy also extends to protect all students from forms of neglect.

It is the responsibility of each individual adult to ensure that his or her behaviour in dealing with students is professional and appropriate at all times.

Details of the steps to take if abuse of any kind is suspected or alleged are included in this policy. The School has a trained Safeguarding Team:

- Linda Gooden (Headteacher)
- Catherine Jackson (Whole School Safeguarding)
- Louisa Warde (Assistant Headteacher Key Stage 4/5)
- Clare Corker (Senior Learning Mentor Safeguarding (Key Stage 4/5) and Children Looked After)

These colleagues can advise further. There is also a Local Authority Designated Officer, has formal responsibility for liaison with other agencies including Social Services and the Police.

If there is an allegation or suspicion of abuse this must be reported **immediately** to one of the DSLs. Appropriate action will then be taken without delay by the DSL. Neither the School nor the Local Authority have an investigative function. The welfare of the young person is at all times the paramount consideration. Swift accurate reporting of what has given rise to the suspicion or allegation will enable the proper authority to give advice and take appropriate action. The use of CPOMS enables us to record concerns, actions and interventions swiftly and effectively. All staff are trained to use CPOMS (Child Protection Online Monitoring System).

Procedure:

In the event of a student making a Child Protection or Safeguarding disclosure

- 1) Be calm and reassuring
- 2) Allow the student to talk to you without interruption
- 3) Accept what is said. Do not express doubt. Do not press for details.
- 4) Explain that you will be supportive but that you **must** pass on what has been disclosed to a member of the Safeguarding Team.
- 5) Reassure the student that they have done the right thing in telling someone.

- 6) Inform a Designated Safeguard Lead (DSL) immediately. This is a legal requirement. The DSL may also inform the Headteacher that a Child Protection concern / issue has arisen.
- 7) Record the facts as you understand them, recording as accurately as possible everything that has been told you. Be precise and specific about details using CPOMS and alert key staff. Use full names and responsibilities. Include times and dates.
- 8) Confidentiality is vital at all stages. Do not discuss the matter with anyone else apart from the DSL. If a DSL is not available, please speak with a Pastoral Manager or Key Stage Lead, who will follow this up and seek further advice.
- 9) If appropriate, you may be asked to support the student further.

Non-accidental injury: If you notice or suspect that a student has suffered injury or signs of injury (eg bruising, cuts etc.) which cannot be attributed to an accident.

- 1) Record the facts as you know them as accurately as possible.
- 2) Inform a DSL immediately of your concerns, giving the DSL a copy of your notes and complete a CPOMS referral to alert key staff. Again, ensure notes are detailed and accurate, including times and dates.
- 3) Highlight on the CPOMS body map where the injury may be found.

A decision will then be made whether to ask the student directly about the suspected or actual injury or whether to observe further. If a student starts to talk to you about such signs of injury or actual injury, then follow the disclosure procedure described above.

If you suspect a student may be the victim of physical, emotional or sexual abuse

- 1) Record the facts as you know them as accurately as possible.
- 2) Inform a DSL immediately of your concerns, giving the DSL a copy of your notes and complete a CPOMS referral to alert key staff to the concern.

If you receive an allegation of abuse about an adult at the School or about yourself

- 1) Record the facts as you know them as accurately as possible.
- 2) Inform the Headteacher immediately of your concerns (unless it involves the Headteacher and then it should be reported directly to the Chair of the Governing Body) providing a copy of your notes.

In conclusion, if you believe or know you may be dealing with a possible case of abuse you must seek advice and refer the matter immediately. All members of staff must abide strictly by the terms of this policy.

External Supervision

In a few exceptional cases, e.g. Duke of Edinburgh expeditions, it may be necessary for staff and students and possibly parents to share contact telephone numbers.

This is approved by the Leadership Team and Headteacher as long as the following conditions are in force:

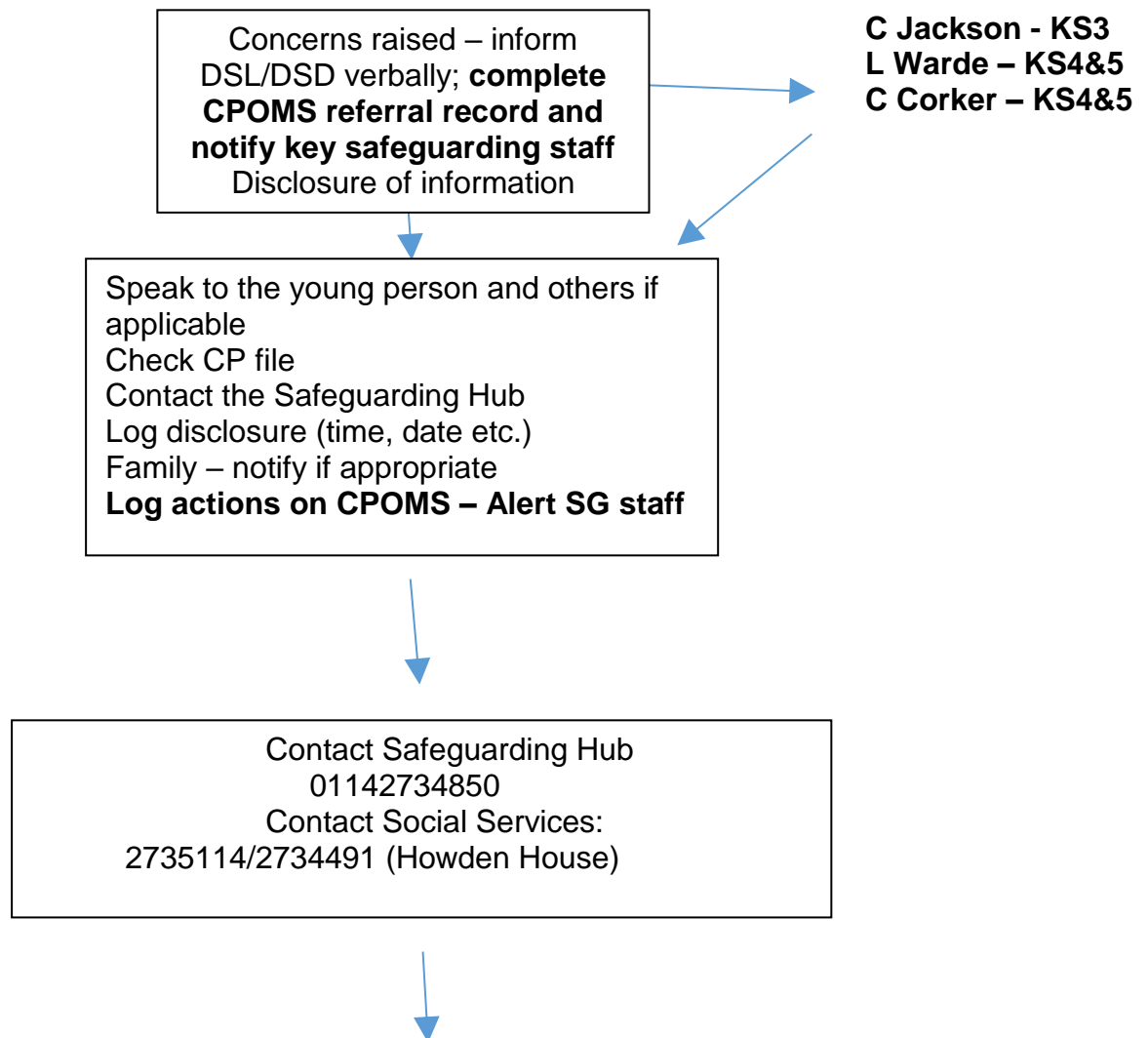
1. It is essential, in order to ensure that all are safe. The Risk Assessment reflects this.
2. The trip organiser/group leader informs the Educational Visits Co-ordinator of who has staff and student contact numbers.
3. No personal information is given to official helpers/assistants who are not DBS checked. Ideally, helpers/assistants should have completed an enhanced DBS check. Contact numbers should only be given to those that absolutely need them, as judged by the Group Leader.
4. All staff, students and parents consent to the deletion of personal numbers immediately after the trip returns as a condition of the trip. The Risk Assessment to reflect this.
5. No one passes on any information to a third party.
6. All students/staff are briefed about the responsible use of personal information and the legal implications of its misuse. Sanctions for improper use range from a complete ban from school trips to outside agency involvement.
7. School must adhere to GDPR rules and guidelines.

Where possible, a School phone may be supplied to reduce the need to use personal mobiles.

Note: These conditions apply to all trips, both in and out of School hours.

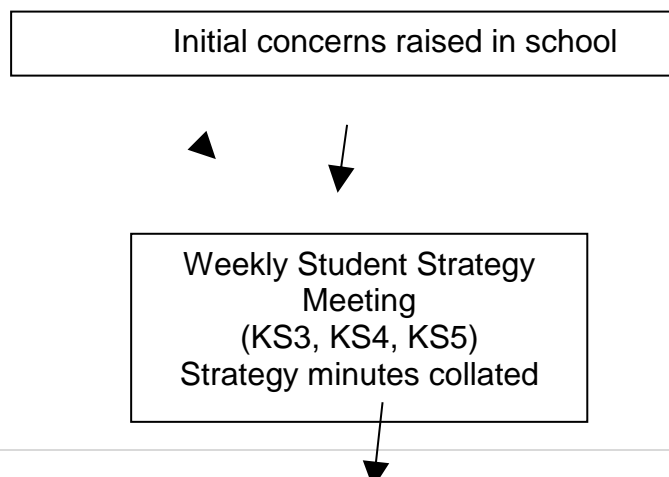
9. Procedural Flowchart for Protecting Young People.

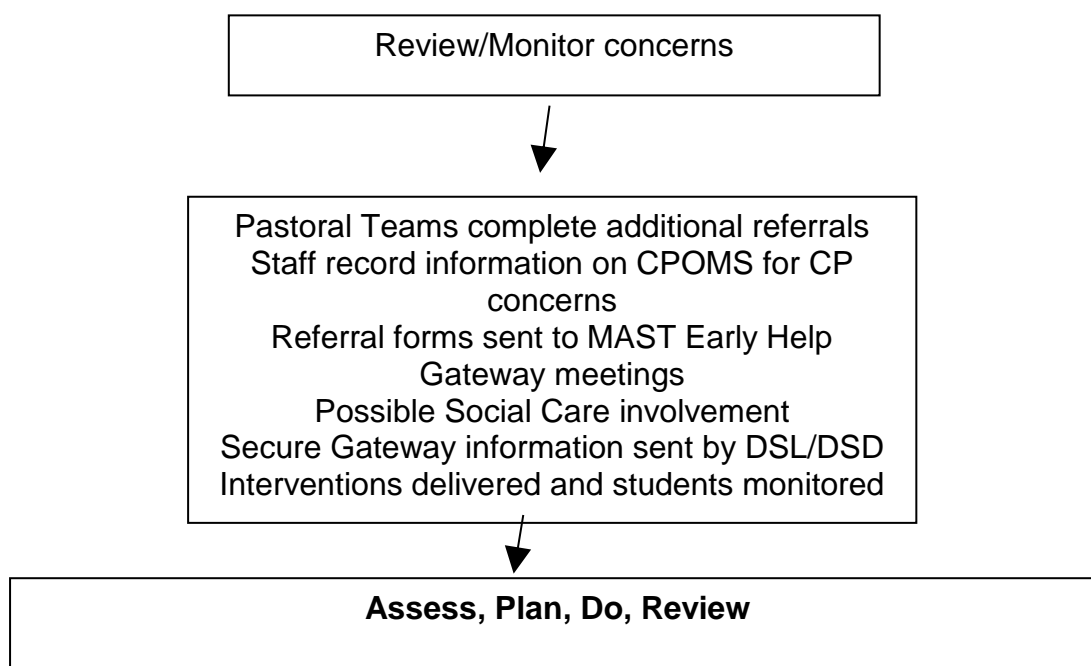
Procedure – CHILD PROTECTION: for DSL/Deputy DSL/Pastoral Managers/Key Stage Leaders



Early Intervention Procedures

PROCEDURE: Early Help Intervention





10. Training and Support

- The Sheffield Children's Safeguarding Partnership has agreed that Designated Safeguarding Leads and Deputies should attend Advanced Refresher Safeguarding Children in Education Training each year in order to keep up to date with the developments taking place in their area of safeguarding and to allow networking to take place between similar settings. The safeguarding and pastoral teams complete training in line with the Sheffield Children's Safeguarding Partnership annually. We also undertake bespoke training for staff throughout the year.
- The School will ensure that the DSL (and Deputies) also undertake multi-agency training as appropriate.
- Whole staff safeguarding training takes place in line with statutory requirements, at given times throughout the academic year.
- The Safeguarding Team and Pastoral Managers complete training in line with the School's CPD programme. A record of this training is kept up to date.
- All staff have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of the Safeguarding Induction and are referred to in the Code of Conduct.
- Online safeguarding training will be delivered where appropriate to staff and students

11. Confidentiality and Information Sharing

- Confidentiality needs to be fully understood by all those working with children, particularly in the context of safeguarding and child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student, nor should they agree with a student to keep a secret as, where there is a safeguarding or Child Protection concern, this **MUST** be reported to the DSL or Deputy and may require further investigation by appropriate authorities.
- Any member of staff receiving a disclosure of abuse will make an accurate record (on CPOMS) as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location of the disclosure **and** incident. All records will be dated and signed and will include action taken.
- Any allegation or disclosure involving a member of staff, a child's foster carer or a volunteer at the School **MUST** be reported directly to the Headteacher, unless it involves the Headteacher and then it should be reported directly to the Chair of the Governing Body.
- Staff will be informed of relevant information in respect of individual cases regarding Child Protection on a 'need to know' basis only. Any information shared with a member of staff must be treated confidentially.
- The School recognises that it is essential to establish positive and effective working relationships with outside agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all children. We share information:
 - To ensure the fullest possible picture of the child's circumstances
 - To enable practitioners to assess the needs of the child properly
 - To co-ordinate and improve service provision to the child and family
 - To protect other adults and children

Some examples of information to be shared:

- Child seems hungry, inappropriately dressed, has hygiene concerns
- Child's behaviour is concerning or has changed e.g. aggressive, withdrawn, overly familiar, and sexually inappropriate
- Suspicion/evidence child has an injury e.g. awkward/protective movement, bruising, marks, cuts, burns
- Things said by/about the child that are concerning
- Children missing for periods of time from education

For further information see 'Information Sharing: advice for practitioners providing safeguarding services' (DfE 2018).

12. Children with SEND and Additional Needs

Under the Children Act 2004, a child or young person who is disabled is automatically a Child in Need. This is because without the input of identified services, they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired. The Disability Discrimination Act 2010 (DDA) defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”; this may include some long term illnesses as well.

A child with a disability or additional needs, are more vulnerable to abuse for a range of reasons which include that they:

- may be socially more isolated
- may be dependent on their carers for day to day assistance including intimate care
- may have communication difficulties
- may be more vulnerable to bullying and intimidation
- may experience a lack of continuity of care so patterns of changes are missed
- may be fearful of making a complaint in case of loss of services
- may not have any one person to trust
- may not be believed
- may not be aware of inappropriate actions and or touching by parents/carers

Practitioners should be aware of the impact on the whole family and any siblings as well. Some families with a disabled child may be vulnerable to anti-social behaviour and bullying in their neighbourhood and other discrimination and hate crimes. All such concerns should be taken seriously by agencies.

13. Allegations Involving a Member of Staff

- The School works in accordance with statutory guidance in respect of allegations against an adult working with children (in a paid or voluntary capacity).
- Schools must have processes in place for reporting any concerns about a member of staff (or any adult working with children) and have a named lead to whom concerns should be reported. This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in School to manage employment procedures. Staffing matters are confidential and the School must operate within statutory guidance around Data Protection. At King Edward VII School, any allegations about members of staff (or any adult working with children and young people) must be made to the Headteacher, Ms Linda Gooden.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors, Mr Peter Dickson.

SCSP procedures require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the Local Area Designated Officer (LADO) in the SSCB on 0114

2734850 within one working day. No further action/investigation should take place until/unless sanctioned by the LADO.

Further information can be found in 'Keeping Children Safe in Education' (DfE 2022)

All staff must be aware of their duty to raise concerns about the attitude or actions of a colleague in line with the School's Whistleblowing Policy. This duty is regularly reinforced via training and staff briefings.

14. Definitions of Abuse

General Definition: An abused child is someone under the age of 18 years who has suffered physical injury, physical neglect, non-organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission).

Some children will be deemed to be at particular risk where another child in the household has been harmed, or the household contains, or is regularly visited by, a known abuser (person posing a risk to children).

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

Possible signs and indicators of Physical Abuse may include:

- Injuries that are not consistent with the explanation offered
- Presence of several injuries that are at various stages of healing
- Repeated injuries over a period of time
- Injuries that form the shape of a pattern (buckle, hand, iron, teeth, cigarette burns)
- Runaway attempts or fear of going home
- Extremely aggressive or withdrawn
- Drug/alcohol misuse
- Depression
- Tiredness and crying

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 that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level

of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible signs and indicators of Emotional Abuse may include:

- bed-wetting or soiling that has no medical cause
 - the student not reaching significant developmental milestones
 - tearful, and having low self-esteem
 - symptoms of depression, anxiety, withdrawal or aggression
 - self-harm, suicide attempts, engaging in drug or alcohol misuse
 - adults constantly calling the child names, labels the child or publicly humiliates them
 - an adult having unrealistic expectations of the child
 - an adult involving the child in 'adult issues' such as separation or access issues
-
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs and indicators of Sexual Abuse may include:

- Self-harm
- Eating disorders
- Sexually transmitted disease(s)
- Sudden lack of interest in friends or activities
- Withdrawal from friends and family
- Periods of missing from School or home
- Truancy and / or running away from home
- Suicide attempts
- Drug / alcohol misuse

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

Possible signs and indicators of Neglect may include:

- Unattended medical appointments

- Lack of supervision
- Nutritional deficiencies
- Inappropriate dress for weather conditions
- Developmental delays
- Not attending School
- Constant hunger or steals food
- Abandonment
- Lack of parental participation and interest

15. Specific Issues

Child Criminal and Sexual Exploitation (CCSE)

The sexual exploitation of children and young people is abusive and a criminal act. There are links with this guidance and peer abuse, sexual violence and harassment and education through PSHE.

CCSE can occur where an individual or group take advantage of an imbalance of power, to coerce, manipulate or deceive a child into sexual or criminal activity. An adult or a person of a similar age seeks to become their friend, supports their needs emotionally or financially and showers them with attention. In the eyes of the young person, the 'abuser/groomer' is seen as a friend, someone they can trust. Once in their power, the abuser may use the threat of physical, sexual or verbal harm to manipulate the young person. They may also seek to isolate the young person from their family and friends.

The abuse can:

- be perpetrated by individuals or groups, males or females, children or adults, any ethnicity or background
- be a one-off occurrence or a series of incidents over time, on or offline
- happen without the child's immediate knowledge e.g. shared videos or images of them on social media
- range from opportunistic to complex organised abuse
- involve force, enticement-based methods of compliance, physical contact, non-contact activities, youth produced imagery, watching sexual activities, sexually inappropriate behaviour, threats etc.

Victims can be exploited even when activity appears consensual and exploitation, as well as being physical, can be facilitated and/or take place online.

The following are typical vulnerabilities in children **who are at risk of exploitation**:

- Living in chaotic household (Parental substance abuse, domestic abuse, parental mental health issues, parental criminality)

- History of abuse
- Recent loss or bereavement
- Gang association
- Learning disabilities
- Are in care
- Excluded from mainstream education
- Have family members of who are involved in risky behaviours eg adult sex work
- Are socially isolated
- Connect with other exploited young people
- Low self-esteem or self-confidence
- Attending School with young people who are sexually exploited
- Use social media unsafely
- Drug use

The following signs and behaviour are generally seen in children who are **already** being exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending and or gang association
- Absent from School, unexplained absences
- Found 'out of area'
- Concerning use of social media
- Evidence of carrying weapons and or being involved in violence
- Isolation from peers and social networks
- Repeat sexually-transmitted infections, pregnancy and terminations
- Secretive behaviours identified by their family and friends
- Receipt of gifts from unknown sources
- Acquisition of money, clothes and mobile phones

Forced Marriage (FM)

A Forced Marriage is a marriage conducted without the valid consent or one or both parties and where duress is a factor.

The forced marriage of a young person under the age of 18 is a child protection issue, because it is likely to cause significant harm. It impairs a young person's emotional health and development. It may also involve underage sex and/or rape.

Young people taken out of School to be married overseas suffer the loss of educational opportunities. As their marriages are not recognised in the UK many are kept overseas until they turn sixteen. Some young women may not be allowed to return home until they become pregnant. Young people unable to go against the wishes of their parents may suffer emotionally, leading to depression and self-harm.

Indications that a child may be at risk of being forced into marriage may encompass some of the following:

- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming School holidays
- Surveillance by siblings or family members at School
- Being withdrawn from School by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Prevented from going on to higher education

‘Honour Based’ Violence (HBV)

Honour based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community.

Honour based violence, where it affects children and young people, is a child protection issue. It is an abuse of human rights. Children and young people who suffer Honour Based Violence are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases they are also at risk of being killed.

Indicators:

- Children may truant to avoid family and relatives knowing where they are
- Children may be isolated, depressed and there may be concerns about self-harming behaviour
- Families may continue to feel ‘shame’ and the risks may transfer to children or siblings
- Children may be excessively restricted in their movements; grounded permanently
- Denial of access to internet, phones, friends, passport
- Children may be stopped from seeing their mother

Genital Mutilation (GM)

GM is a collective term for all procedures which include the partial or total removal of the external female and or male genital organs for non-medical or non-therapeutic reasons. It is acknowledged that some GM-practising families do not see it as an act of abuse. Genital Mutilation has severe significant physical and mental health consequences both in the short and long term, and must not be excused, accepted or condoned. The procedures are more common than most people realise and work is taking place worldwide to eradicate this illegal and dangerous practice.

GM is illegal in the UK and in October 2015 it became mandatory to report all concerns about GM on a young person to the Police. This includes historical cases which may have occurred many years previously and outside of the UK.

Signs and Indicators of GM being planned may include:

- The family belonging to a community in which GM is practised and that they are planning to take a child on holiday, arranging vaccinations or planning absence from School
- The child may also talk about a special procedure or ceremony that is going to take place. GM does not take place exclusively abroad.

Indicators that GM may already have occurred include:

- Prolonged absence from School with noticeable behaviour change on return, possibly with bladder or menstrual problems
- The child finding it difficult to sit still and looking uncomfortable, or complaining about pain between their legs
- The child taking a long time when they visit the toilet

Extremism and Radicalisation

The 'Prevent' duty: All education settings must try to prevent people from being drawn into terrorism and extremism, whilst carrying out our usual educational functions. The Prevent Programme must not involve any covert activity against people or communities but specified authorities may need to share personal information e.g. to ensure that a person at risk of radicalisation is given appropriate support.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

Vulnerable children can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a child at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

Staff may also become concerned about the content of a student's written work (including drawings).

Harmful sexual behaviour – Child on Child Sexual Violence and Sexual Harassment

Sexual violence and harassment can occur between two or more young people from primary, through to secondary stage and into further education. It can occur also through a group of children sexually assaulting or harassing a single child or group of children. It can occur both face-to-face and online.

Sexual harassment is defined as 'unwanted conduct of a sexual nature'. When we reference this, we do so in the context of child on child harassment that may violate a young person's dignity and or make them uncomfortable and intimidated, degraded and humiliated.

King Edward VII School has a zero - tolerance approach to child on child abuse. It should always be assessed by a member of the Safeguarding Team.

It may involve:

- abuse in intimate and personal relationships
- physical behaviours such as brushing against someone or interfering with their clothes
- sexual humiliation
- sexual and lewd comments, remarks or using sexualised names
- sexual comments, harassment, jokes,
- non/consensual sharing of nude images and or videos and online bullying
- up skirting
- sexual jokes and or taunting
- displaying pictures, photos and drawings of a sexual nature

This abuse can:

- be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other
- result in significant, long lasting and traumatic isolation, intimidation or violence to the victim
- lead to educational under-achievement

All staff working with young people are advised to maintain an attitude of 'it could happen here' and this is especially important when considering child- on- child abuse.

Recognising child on child violence and harassment:

An assessment of an incident between peers should be completed and consider:

- chronological and developmental ages of everyone involved
- differences in their power or authority in relation to age, race, gender emotional or intellectual vulnerability
- all alleged physical and verbal aspects of the behaviour and incident
- whether the behaviour involved inappropriate sexual knowledge or motivation
- the degree of physical aggression, intimidation, threatening behaviour or bribery
- the effect on the victim
- any attempts to ensure the behaviour and incident is kept a secret
- the child or young person's motivation or reason for the behaviour
- whether this was a one-off incident, or a repeated pattern of sexual behaviours.

As a School, we will:

- always take complaints seriously and act swiftly to address the allegations
- enforce the zero-tolerance approach
- assess needs of victim and perpetrator
- strive to enforce an ethos where students and staff are respectful and understand the effect of their actions
- consider referral to police or social care / Safeguarding Hub and contribute to multi-agency assessments.
- address issues early between students
- develop strategies to inform and educate students in lessons, in particular PSHE and the Consent Project
- remind students of the routes to report harassment, other harmful behaviours and abuse and the steps taken to keep them safe
- never downplay behaviours such as 'banter' or 'having a laugh'
- discuss concerns with the DSL/DSD immediately
- continuously safeguard and support the victim/s
- use the peer on peer abuse risk assessments to make informed decisions
- refer to Part 5 of the Keeping Children Safe In Education to make informed decisions and train staff.
- develop the Sexual

If a member of staff has a concern about any of the safeguarding issues listed above, they must pass these on to a member of the School's safeguarding team without delay.

16. Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with students:

- 'Force' is either to control or restrain; e.g. guiding a student to safety, breaking up a fight, or restraint to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive, e.g. standing between students, or active, e.g. leading a student by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a student under control

All staff accompanying students on an education trip have a legal power to use reasonable force if authorised by the Headteacher. Staff should use their professional judgement of each situation to decide if they should physically intervene. They should avoid causing injury, pain or humiliation, wherever possible. Settings do not require parental consent to use force on a student.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder, e.g.

- Disrupting an event, trip or visit
- Leaving the classroom where this would risk their safety or disrupt others
- Attacking someone
- Restraining a student at risk of harming themselves through physical outbursts
- Stopping a fight.

Reasonable force can also be used to remove disruptive students if they have refused an instruction to leave a specified location.

17. Mental Health

Parents and Carers

Many parents and carers experience mental and ill health e.g. eating disorders, depression, anxiety and the ability to provide a safe and secure environment.

Mental health can also blunt emotions and make a person violent, act out of character and become unresponsive. In some instances, especially where other family members are concerned, the child may become a 'carer' for someone who needs help in the home.

Stigma may prevent people from asking for support and children may feel responsible or secretive.

As a setting, we will:-

- educate pupils about mental health through assemblies and PSHE

- work to support the family and access alternative intervention support through MAST etc.
- share information with external agencies, if required
- follow the procedure to plan and assess the family with specialist teams

Children and young people

The mental health of young people can be an indicator of various factors, for example abuse and neglect.

Staff should:

- be aware of impact of abuse, neglect and trauma on a child's mental and ill-health, behaviour and education
- observe and identify worrying behaviour and speak to DSL/D immediately
- always take self-harm/suicidal thoughts seriously
- support, respect, and refer to the pastoral teams
- have a process to identify mental health, support, refer and record actions.

Specialist agencies can advise about support and positive health, wellbeing and resilience resources

Self Harm Policy

Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young LGBT people, students struggling with their mental health and those with SEND. Staff can play an important role in preventing self-harm and supporting students, peers and parents of students currently engaging in self-harm.

This area, describes the School's approach to self-harm. It is intended as guidance for all staff including non-teaching staff and governors.

Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to students who self-harm and their peers and parents/carers
- To provide support for staff dealing with self-harm

Definition of self-harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair pulling
- Banging or hitting the head or other parts of the body
- Risk taking behaviour e.g. unsafe sexual behaviour, substance misuse.
- Eating disorders e.g. anorexia nervosa, bulimia nervosa

Why young people harm themselves

The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it. There are links between depression and self-harm.

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that's behind it. It can also make a young person feel they're in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they've done or have been accused of doing.

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual factors:

- Depression / low mood / anxiety / stress
- Poor communication skills
- Low self-esteem
- Poor problem solving skills
- Hopelessness
- Lesbian, gay, bisexual and transgender (52% of young LGBT people report self-harm either now or in the past. 44% of young LGBT people have considered suicide)
- Struggling to cope with existing emotional, mental and / or physical health problems
- Impulsivity
- Drug or alcohol abuse
- Feeling a lack of self-control

Family factors:

- Unreasonable expectations including pressure to conform / achieve
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments

- Depression, self-harm or suicide in the family. This can result in students struggling at significant dates in the year e.g. anniversaries

Social factors:

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers
- Self-harm behaviour in other students or friends outside of the School setting (contagion effect)
- Self-harm portrayed or reported in the media

Warning Signs

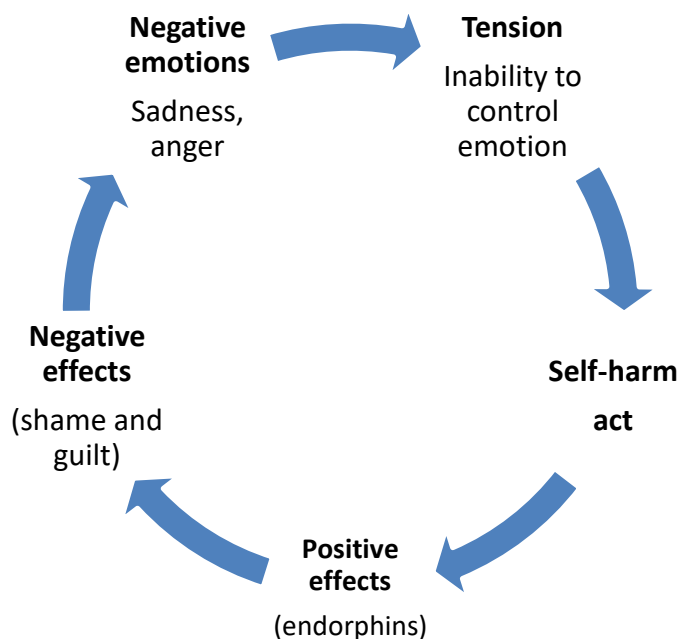
School staff may become aware of warning signs which indicate student is experiencing difficulties which may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from one of the Designated Safeguarding Leads.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood (e.g. more aggressive or introverted than usual)
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Displaying physical signs of self-harm such as cuts to arms or head banging
- Reference to self harm through pictures and words drawn or written in books.

The cycle of self-harm

When a person inflicts pain on themselves, their body produces endorphins. These are natural pain relievers and can give temporary relief from distress and induce a feeling of peace. This can become an addictive sensation which in turn makes it difficult for the person to stop the self-harm behaviours. Self-harming can cause physical pain but this is easier to manage than the emotional pain which led to the self-harm in the first instance. The cycle also results in the person feeling a sense of shame or guilt. Within a School setting staff can encourage a student who is self-harming to replace the self-harm behaviours with safer coping strategies.



Management of the ‘Contagion Effect’

Staff who have been made aware that a student is self-harming must remain vigilant in case their peers are also self-harming. Self-harm can become an acceptable way of dealing with stress and anxiety within a friendship group and can enable students to have a sense of identity.

Each individual student may have different reasons for self-harming and should be given the opportunity for one to one support. It is not appropriate for the School to offer group support.

Students may choose to confide in a member of School staff if they are concerned about their own welfare, or that of a peer. If a student approaches a member of staff they should be listened to on a non-judgemental way. Staff should maintain a supportive and open attitude – a student who has chosen to discuss their concerns is showing a considerable amount of courage and trust.

Students must be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.

Any member of staff who is aware a student is engaging in or suspected to be at risk of engaging in self-harm should see a DSL and log the concern on CPOMS. The DSL will decide what action to take. This may include:

- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- Undertaking a risk assessment with the student
- Offering one to one support including harm reduction work
- Contacting parent / carers if appropriate *see Page 31
- Seek specialist advice

- Referring to an appropriate agency for further support

The safeguarding guidelines within this policy should be followed for all students aged 19 or under.

Clear records will be logged on CPOMS of all meetings with students including any risk assessments and actions taken. This information will be stored in the student's safeguarding file/record on CPOMS.

Dos and Don'ts - Advice for staff:

Do:-

- Stay calm and do not show anxiety, disapproval or disgust
- Listen to the student
- Make it clear that you cannot offer complete confidentiality and must inform the School's Designated Safeguarding Lead
- Observe the student's non-verbal clues - does what they say and what you see match up?
- Reassure the student – they need to know they will be supported

Do not:-

- Panic. Self-harm is a complex issue. Panicking will not help the student feel safe and contained.
- Send the student away without support or a plan of support. Make some time for them or signpost them to a member of the safeguarding or pastoral team.
- Be judgemental or refer to the self-harm as 'attention seeking'
- Work alone. Concerns must be recorded on CPOMS and passed to the School's Designated Safeguarding Lead
- Tell other members of School staff what the student has shared with you. Information is shared on a 'need to know' basis only.
- Contact parents / carers. This will be done by a member of the School's safeguarding team if appropriate.

18. Confidentiality, consent and information sharing – student's rights

Confidentiality is a key concern for young people. Every student has the right to be treated with respect and dignity. They have the right to privacy, a safe environment and where appropriate, should be consulted and given the opportunity to express their views about decisions which may affect their lives.

When considering making a judgement about their interests, the member of staff should also take into account the age and maturity of the student and subsequently, their ability to make an informed decision about their life.

All decisions relating to the agreement to keep information confidential must be clearly recorded with evidence of a thorough risk assessment in the student's safeguarding file. Risk assessments are an on-going process and it may be that information that initially has been kept confidential may need to be shared at a future point. The student will always be informed of a decision to break confidentiality and share information (unless to do so would place them at greater risk).

Useful sources of further information

Childline

ChildLine offers free, confidential advice and support to under 18's.

0800 1111

www.childline.org.uk

YoungMinds

For anyone concerned about a child or young person's mental health

www.youngminds.org.uk

Parent helpline: 0808 802 5544

Epic Friends

A website developed by the Sheffield Children's NHS Foundation Trust specialising in mental health issues such as self-harm

www.epicfriends.co.uk

kooth – A website offering online counselling for young people: www.kooth.com

19. Appendices

Appendix A – Useful contacts and telephone numbers

Service	Telephone Number	Contact Person / Comments
Sheffield Safeguarding Hub	0114 2734855	Experienced professionals e.g. Social Worker and screening team
Children's Services Howden House (CYPD)	0114 2734934	
Family Support Services (MAST)	North 0114 2331189 East 0114 2053635 West 0114 2506865	
CAMHS – Centenary House	0114 3053218	
Safeguarding Service	Sheffield Safeguarding Service Floor 3 Howden House Union Street Sheffield	Quality Assurance and Involvement Service
Multi-Agency Support Teams	See Appendix F	

Safeguarding Children Advisory Service (Safeguarding Hub)	0114 2734855	Experienced professionals e.g. Social Worker
Social Services CYPF + Redvers House	0114 2735114 Or 0114 2039591	
Child and Adolescent Mental Health Service Centenary Annexe 147a Upperthorpe Road	0114 3053218	
LADO	0114 2734850	Service Manager
Police	101 or 999 for an emergency	

Appendix B - Safeguarding and Independent Reviewing Service

The Safeguarding Children and Independent Reviewing Service (SCIRS) will continue to provide advice and support on the following issues:

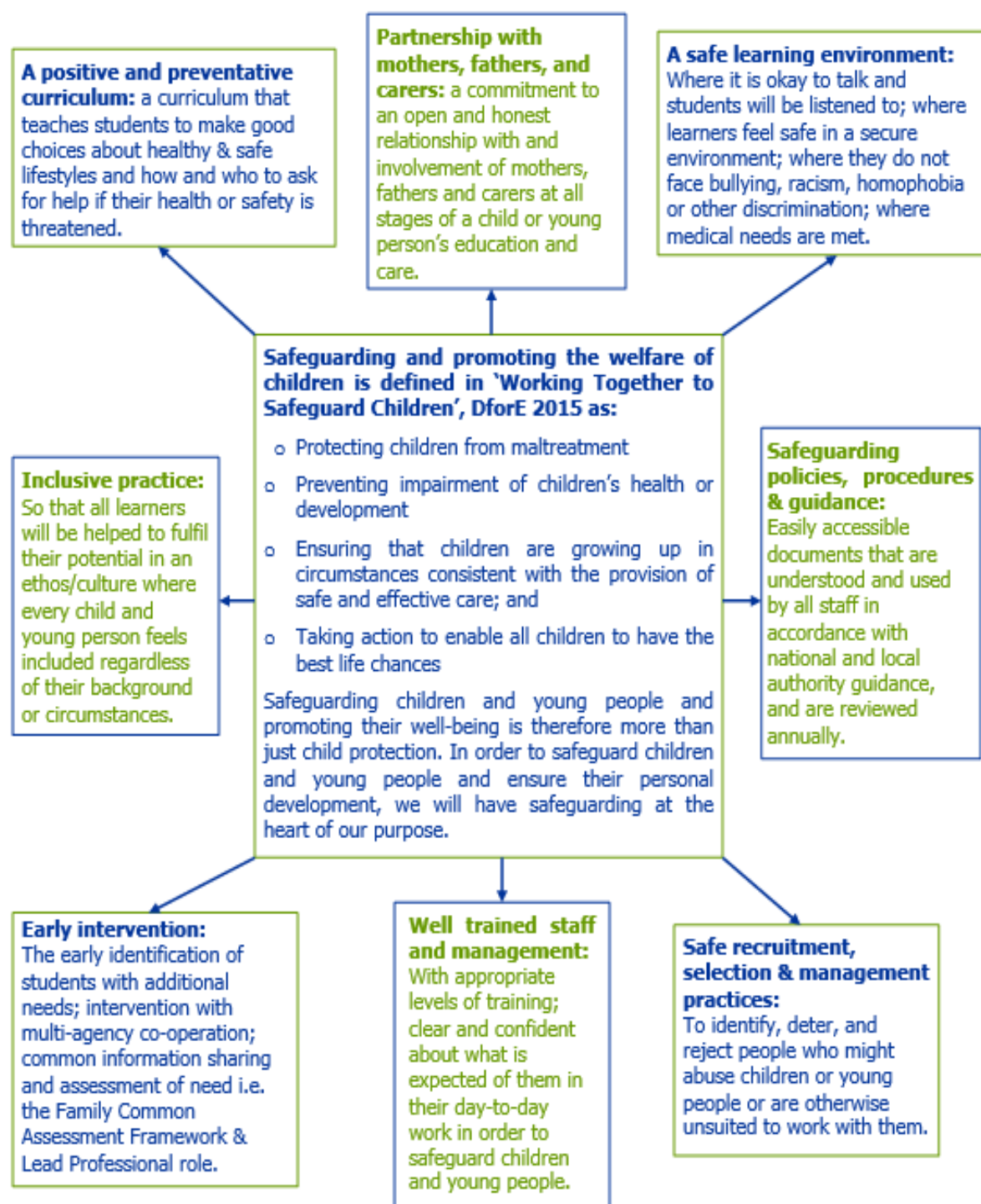
- Local Authority Designated Officer (LADO) and Prevent;
- To make a referral complete a LADO referral for and email to sheffieldsafeguardinghub@sheffield.gov.uk
- To make a referral to the LADO please contact the Sheffield Safeguarding Hub and request Option 1 (01142734855)
- The Education Safeguarding Children Advisor (Naseem Akhtar) can be contacted for advice on policies and procedures in regard to safeguarding in Education on 0114 2052702
- If you want to record a Safeguarding concern, The Safeguarding Hub can be contacted on 0114 2734855
- For concerns about an adult - Adult social care:- 01142736870
- The Substance Misuse Advisor can be contacted on 0114 2058214 or 0114 3050500
- The Licensing Officer can be contacted on 0114 2736753 for advice around safeguarding children on licensed premises and in the taxi and hospitality services

Safeguarding Children Training:

- Staff can contact SCIRS on 0114 2734934 for training enquiries
- Child Protection Enquiry Team (CPET) will continue as before on 0114 2734925 and can be contacted to determine if a child is, or has been subject of a child protection plan or to check if a Person Poses a Risk (PPR)
- The CDOP Business Support Manager (0114 2039669) or the CDOP Manager (0114 2053846) can be contacted if information or advice is required about a child who has died or on CDOP policies and procedures
- Child Sexual Exploitation (CSE) advice can be obtained from the Sheffield Sexual Exploitation Service. Remember that referrals in regard to CSE should be directed to the Sheffield Safeguarding hub.

- The Sheffield Children Safeguarding Partnership link is:
<https://www.safeguardingsheffieldchildren.org/scsp>

Appendix C – Sheffield’s Safeguarding Services



Appendix D – Referring Your Safeguarding Concerns

Referring your safeguarding concerns



Children
Safeguarding Partnership

If you are worried about a child, you **must**:

- Discuss your concerns **verbally** & straight away with the Designated Safeguarding Lead/Deputy (DSL/D)
- Write it down & give (or send securely) to the DSL/D to keep in the pupil's safeguarding file

After the initial discussion the DSL/D will check any information at your setting & with involved agencies.

These checks **must not** delay referral of a pupil who is **suffering or likely to suffer significant harm**.

In all safeguarding situations the setting **must** use a professional interpreter (not a family member) who understands safeguarding issues if the family do not speak or understand English well.

Early help:

Informed parental consent is required to complete & share an early help assessment for a child and family.

If the child & family need early help from another agency, the DSL/D can complete an [Early Help Assessment \(EHA\) part 1](#).

If there are multiple needs or if the early help has not had a positive outcome, the DSL/D can complete a [Family Common Assessment \(FCAF\)](#) (or MyPlan or Education, Health & Care Plan) with the parents, carers & any practitioners who are already involved.

The DSL/D should organise [Team around the Family](#) (TAF) meetings with the family & involved practitioners to discuss, organise & review support.

The EHA1 & FCAF can be sent **securely** to MAST for further discussion and to help coordinate support.

Child protection concerns:

The DSL/D will refer a child that is 'suffering or likely to suffer significant harm' **immediately** by ringing and speaking to:

- the allocated social worker or their manager, or
- the [Sheffield Safeguarding Hub, tel. 2734855](#) If there is no allocated social worker

Consent is **not** required for referrals of significant harm, but you should inform parents if safe to do so.

The Sheffield Safeguarding Hub:

- will collect information from involved agencies and decide what further action is required
- does not take calls 'for information only' - record such information on your child protection file

DSL/Ds should follow up their referral in writing on a [Multi-Agency Confirmation Form \(MACF\)](#) within 24 hours, and send via the [AnyComms](#) system

The Hub **must** acknowledge receipt of the MACF within 72 hours and feedback on the outcome.

If you haven't been told the outcome by the Safeguarding Hub within 3 days, always follow it up.

Referral checklist:

Have the child's education & safeguarding information with you & call from a place where you won't be interrupted or overheard.

Explain your concern & give information about:

The child/young person:

- Name, address, date of birth
- Presentation, hygiene, home environment
- Academic ability and achievement
- Attendance, punctuality, how long on roll
- Behaviour, response to rules & boundaries
- Relationships, bullying, discrimination
- Child/young person's view about their home life
- Health issues, learning difficulties/needs

The family:

- Who has parental responsibility for the pupil?
- Who do they live with?
- Does anyone involved have special needs?
- Who accompanies the pupil to school events?
- Other significant friends or relatives
- Parenting concerns such as domestic abuse, mental health, substance misuse
- Care, safety, guidance, protection, support
- Family history, functioning
- Environment, housing, finance, unemployment, social & community integration

Previous & current support:

- Support tried, currently offering, what works?
- Other services involved with the child/family
- Previous education settings attended
- Previous/current assessments

Useful resources:

- Sheffield referral processes are described in the [Thresholds of Need Guidance](#) at: www.safeguardingsheffieldchildren.org/sscb
- Contact details for Sheffield Children's Social Care are here: [Safeguarding Sheffield children website](#)
- If necessary, anyone can refer a child to the **Sheffield Safeguarding Hub, tel. 2734855**
- For the full Sheffield Children Safeguarding Partnership (SCSP) guidance, go to: [Making a Referral following the Identification of Child Safety and Welfare Concerns](#)



September 2021

Safeguarding Sheffield Children website

Information sharing



Information sharing is essential for effective safeguarding & promoting the welfare of children and young people. In many serious case reviews, it is a key factor when opportunities are missed to keep children safe.

Practitioners are responsible for sharing appropriate information & cannot assume someone else will do it.

Sharing information between practitioners, agencies, the child or young person and their families, is essential to:

- Multi-agency working
- Co-ordinating offers of early help
- Reducing the risk of harm
- Assisting with public protection

Governing bodies should ensure their setting:

- Has a policy that reflects the procedures & practice of the local authority & Sheffield Children's Safeguarding Partnership (SCSP)
- Supplies information to the SCSP, e.g. your safeguarding team details, via Schoolpoint 365; & the SCSP Safeguarding Annual Audit
- Understands local assessment protocols & the SCSP's Thresholds of Need Guidance
- Attends, supports, and contributes to child protection conferences and plans
- Allows access for children's social care to consider whether to conduct a section 17 or a section 47 assessment
- Informs pupils/students and their families, through a leaflet, website, or prospectus, about how they store & use all their information

Myth busting:

- **The GDPR & Data Protection Act 2018 are barriers to sharing information:** no, they provide a framework to share appropriately, balancing the rights of the information subject & the need to share their information
- **Consent is always needed to share personal information:** no, e.g. where gaining consent would put a child or young person's safety or well-being at risk. Where possible seek consent & be open & honest about why, what, how and with whom information will be shared. Consent must be explicit and freely given. When sharing with or without consent (see below) or choosing not to share, record the reasons why
- **Personal information collected by one organisation cannot be disclosed to another:** if children are in need or at risk of significant harm, it is unlikely there will be a legal barrier to sharing their personal information; consider which processing condition in the Data Protection Act 2018 is most appropriate for use.
- **The common law duty of confidence & Human Rights Act 1998 prevent personal information sharing:** no, practitioners need to balance this against the effect on individuals at risk if they do not share; sharing with consent is not a breach, without consent requires grounds e.g. the subject/public interest, court order etc.
- **IT Systems are a barrier to effective information sharing:** no, IT systems can be useful in supporting information sharing; however professional judgment is the most essential aspect of multi-agency work, which could be put at risk if organisations rely too heavily on IT systems.

The GDPR and Data Protection Act 2018:

- Place greater significance on organisations being transparent and accountable for their data use
- Require organisations to have comprehensive and proportionate arrangements for collecting, storing, and sharing information
- **Do not prevent, or limit, information sharing to keep children and young people safe.**

To effectively share information:

- Be confident about your processing conditions: safeguarding data is often 'special category personal data' i.e., sensitive & personal
- The Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent
- Information can be shared:
 - Legally without consent if a practitioner is unable to or cannot be reasonably expected to gain consent; or if to gain consent could place a child at risk
 - Lawfully if to keep a child or individual at risk safe from neglect or physical, emotional, or mental harm, or to protect their physical, mental, or emotional well-being.

The [General Data Protection Regulation 2018](#) reflects the progress of digital technology and the use of social media platforms.

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Appendix F – MAST and Social Care contact details



NORTH	HUB	North MAST - 2nd Floor, Sorby House, Spital Hill, S4 7LG Tel: 0114 233 1189 Email: northmast@sheffield.gov.uk
WEST	HUB	West MAST - Old Sharrow Junior School, South View Road, S7 1DB Tel: 0114 250 6865 Email: westmast@sheffield.gov.uk
EAST	HUB	East MAST - 1st Floor, Shortbrook Primary Site, Westfield Northway, S20 8FB Tel: 0114 205 3635 Email: eastmast@sheffield.gov.uk

Appendix G – National and local guidance

Safeguarding Sheffield Children Website https://www.safeguardingsheffieldchildren.org/sscb
Working Together to Safeguard Children https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Keeping Children Safe in Education 2022 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf
Information Sharing: Advice for Practitioners Providing Safeguarding Services: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf
Early Years (Under 5's) Foundation Stage Framework (EYFS): https://www.foundationyears.org.uk/eyfs-statutory-framework/
Thresholds of Need Guidance: Sheffield City Council https://search3.openobjects.com/mediamanager/sheffield/fsd/files/dp20463_threshold_guidance_booklet.pdf
Sheffield Safeguarding Board and Child Protection Procedures https://www.safeguardingsheffieldchildren.org/sscb
Sheffield City Council https://www.sheffield.gov.uk/
NHS https://www.nhs.uk/pages/home
Department for Education www.gov.uk
OFSTED https://www.gov.uk/government/organisations/ofsted
SEND Sheffield http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service
Sheffield Young Carers https://www.sheffieldyoungcarers.org.uk/