

Tapton SCHOOL

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Child Protection and Safeguarding Policy

April 2021

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COMMITTEE: Learning and Inclusion

LAST REVIEW/UPDATE: April 2021

LEVEL OF CHANGE: Minor

NEXT REVIEW: April 2022

How our setting safeguards students

Tapton School

If you have any concerns about a student at this setting please share this information with us straight away. Issues such as appearance, hygiene, behaviour, can be shared with teaching or support staff. Do not worry about reporting small matters – we would rather you tell us than miss a worrying situation.

However, if you think that a student or an adult who cares for them has been or might be harmed; please talk to a member of our trained safeguarding team immediately (details below).

You can ask any member of staff to find them and speak to you about a confidential and urgent matter.

If you are unhappy with the way we have dealt with something, please tell us. If you wish to report it to us formally please use our complaints procedure or write directly to the Head Teacher or Chair of Governors.

A concern, allegation or disclosure of abuse involving someone working with children or adults in a paid or unpaid capacity **must** be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

Our Designated Safeguarding Lead is:



Kath Tabani

Her office is located opposite the lift on the first floor.

Her tel. no is 1125

Our Head Teacher is:



Ms K Rhodes

Her office is located on the leadership corridor.

Her tel. no 1101

Our Designated Safeguarding Deputies are:



Designated Safeguarding Deputy
Ms K Rhodes
Ext. 1105



Designated Safeguarding Deputy
Mr A Wright
Ext. 1132



Designated Safeguarding Deputy
Ms L Mitchell
Ext. 1160



Designated Safeguarding Deputy
Mrs A Higgins
Ext. 1124



Designated Safeguarding Deputy
Mrs S Allinson
Ext. 1115



Designated Safeguarding Deputy
Mrs H Easdown
Ext. 1121



Designated Safeguarding Deputy
Mrs E Jackson
Ext. 1164



Designated Safeguarding Deputy
Mrs C Czuderna
Ext. 1106

Our Chair of Governors is:

Mr Fred Woodruff

Our Safeguarding Governor is:

Dr Nivedita Banister

They can be contacted by writing to Tapton School, Darwin lane, Sheffield, S10 5RG marking the envelope clearly for their attention.

Our Special Education Needs Coordinator is:

Mr S Rippin

His office is located in the SEND department on the ground floor.

His tel. no is 1104

How our setting safeguards students

Safe inclusive learning environment where students:

- Are respected
- Are protected from bullying & discrimination
- Can talk & express views, be listened to & get feedback
- Have their needs met & fulfil their potential
- Know how to get help
- Know when discussion is confidential
- Learn about online-safety, bullying, healthy relationships, abuse, neglect, exploitation

Trained volunteers, staff & management:

- Clear safeguarding roles & responsibilities
- Onsite safeguarding induction & refreshers
- High quality SCSP basic & advanced staff training
- Regular DSL/D staff safeguarding updates of skills & knowledge

Early help & support:

- Prompt identification & assessment of additional needs of all students & their family
- Ongoing support, planning & review
- Appropriate information sharing with students, families & agencies
- Prevent concerns from escalating

Secure information access, storage & sharing:

- Following legislation & guidance
- IT filters & monitoring systems in place
- Explaining how, what & when information is shared
- Detailed, accurate & secure written records of discussions, decisions & actions, shared appropriately

Safeguarding & promoting the welfare of children is everyone's responsibility:

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

A child is anyone under 18 years old

'Working Together to Safeguard Children', DfE 18

We are child-centred & we will always promote students' health, well-being, personal & emotional development.

Partnership with parents and carers:

- Open, honest, respectful relationship
- Comfort & privacy to talk & get advice
- Involvement & inclusion at all stages of student's education & care
- Understanding of culture & diversity
- Clear explanations & use of professional interpreters
- Up to date emergency contact details
- Information about our complaints procedure
- Support & signpost to adult services if vulnerable

Safeguarding policies, procedures & guidance:

- Available publically for students, families, staff
- Following national & SCSP guidance & arrangements
- Include staff/pupil behaviour & relationships & online communications
- Updated annually

Safe recruitment & management practices:

- Ensure unsuitable people do not work with children
- Positive & open culture and environment
- Whistle-blowing process for staff concerns about organisational practice
- Report all allegations of abuse by staff, carers or volunteers

Coordinated approach to concerns:

- Quick staff response to inform DSL/D about student concerns
- Timely referrals to Children's Social Care & Police where risk of significant harm exists
- Work with all agencies to support students & families through multi-agency meetings e.g. child protection conferences, plans & actions

Whistle-blowing

Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Area (LADO) following the Whistleblowing Policy
- Whistle-blowing regarding the Headteacher should be made to the Local Authority Designated Officer of the Local Governing Body whose contact details are readily available to staff on the school website.

All staff should be aware that they can get advice from the NSPCC Whistleblowing helpline: 0800 028 0285

Child Protection and Safeguarding Policy

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Staff with specific responsibilities for Safeguarding 2020 - 2021

Trust Safeguarding Lead	Ms Lynn Wood
Designated Safeguarding Lead	Mrs K Tabani
Designated Safeguarding Deputy	Mrs H Easdown, Mrs A Higgins, Ms L Mitchell, Mrs C Czauderna, Ms S Allinson, Mr A Wright, Mrs K Rhodes, Ms E Jackson
Governor with Safeguarding Responsibility	Dr Nivedita Bannister
Chair of Governing Body	Mr Fred Woodruff
Policy Reviewed	April 2021
Date for Review	April 2022

Definitions

Safeguarding and promoting the welfare of children is defined in the document

- **Working together to safeguard children 2018.**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The Department for Education (DfE) has published statutory guidance setting out what organisations and agencies that have functions relating to **children** must and should do to **safeguard** and promote the welfare of all **children** and young people under the age of 18 in England.

- 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; and
- Taking action to enable all children to have the best life chances

Safeguarding our students is more than child protection – we will promote their health & well-being & ensure their personal & emotional 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 schools 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. Tapton School fully recognises the contribution it can make to protect children and young people and support them in school.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021 update\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). 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](#) (and [2004 amendment](#)), 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 Sheffield Children Safeguarding Partnership (<https://www.safeguardingsheffieldchildren.org/sscb>) have laid down guidelines to be followed in relation to safeguarding children and these have been used in reviewing and developing our policy.

There are 3 main elements to our safeguarding policy

- Prevention
- Protection
- Support to students and staff

The policy applies to **all** staff, teaching and support, full or part time, supply or agency, volunteer helpers or students on placement.

Prevention

We will:

- Establish an ethos where children feel secure, are encouraged to talk and are listened to.
- Provide a positive and preventative curriculum showing awareness of children's needs and development and teaching students to protect and care for themselves by making healthy & safe lifestyle choices.
- Ensure children 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 colleagues from other agencies.
- Ensure that staff are informed and aware of the need to observe students for any changes in behaviour or appearance and to report concerns.
- Identify vulnerable children and give them support to communicate their needs and concerns to appropriate adults.
- We will ensure all staff, including temporary and supply staff, know the name of the DSL and understand their responsibilities for child protection.
- We will follow national and local guidance on 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 to identify, deter & reject people who are unsuitable to work with children & young people. Visitors to the school will not be with students without supervision unless we know they have been DBS (Disclosure and Baring Services) checked (see Guidance on visitors to school for further details).

Protection

All adults working with children have a responsibility to protect them. However, there are key people who have specific responsibilities under safeguarding procedures. We will ensure that designated people are in place and have received appropriate training for their roles.

We will ensure all staff and volunteers are aware of their responsibilities in being alert to and reporting child protection concerns.

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 (see section 9)

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

Roles and Responsibilities

Head Teacher:

- Responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.
- To be aware of all child protection issues and to act in the absence of DSL/ DSD.
- To act on any allegations against staff.

Trust Safeguarding Lead

- **Responsible for safeguarding practice throughout the Tapton School Academy Trust**

Designated Safeguarding Lead (DSL):

- A member of the leadership team (in a post which requires assessment of children) with appropriate authority, responsible for dealing with safeguarding issues, providing advice & support to other staff, liaising with the local authority, & working with other agencies.
- 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 Safeguarding Deputy (DSD):

- A member of the teaching, support or pastoral staff, (in a post which requires assessment of children), with sufficient status & authority to effectively deputise for the DSL role above.
- To support DSL, act with DSL or in DSL's place to advise staff or seek further advice, liaise with external agencies, attend conferences and core meetings.

Child Sexual Exploitation (CSE) Lead:

- Responsible for ensuring that staff understand CSE indicators & how to refer; & that children/young people are taught about CSE & related topics, plus how to protect themselves & others.

Special Educational Needs Coordinator (SENDCo):

- Staff member who provides advice, liaison & support for school staff & other agencies working with pupils with special education needs & their mothers, fathers or carers.

Year Managers:

- Address difficulties preventing a child/young person from reaching their full potential e.g. behaviour, attendance, achievement, timekeeping, homework, safeguarding issues, & develops strategies to overcome these barriers.

Looked After Children (LAC) Designated Teacher:

- Promotes the educational achievement of 'looked after' children/young people who are on the school roll, helping staff understand issues that affect how they learn & achieve.
- Ensures appropriate staff have the information they need to effectively support 'looked after' children/young people.

Mental Health and Well-being Lead

- Member of the leadership team who works alongside the schools Resilience and well-being Officer to promote and support students and staff to promote positive well-being and resilience
- Responsible for coordinating information within school and advising staff or seeking further advice; liaising with external staff arranging training for staff.

Online-Safety Coordinator:

- Develops & maintains a safe online culture within a setting.

Education Welfare Officers

- Address difficulties preventing pupils from attending school.

Your Safeguarding Children Team also links in with the:**Designated Governor: (together with the rest of the governing body).**

- Ensures there are appropriate safeguarding children policies & procedures in place, monitors that they are being implemented & followed, & challenges/remedies deficiencies & weaknesses that are identified.
- Ensures that governors are updated regularly about relevant matters regarding the school.
- To attend training for safeguarding for nominated governors.

Chair of Governors/Management Committee:

- Takes the lead in dealing with allegations of abuse made against the Head Teacher (& other members of staff when the Head Teacher is not available), in liaison with the Local Authority; & on safe recruitment practices with the Head Teacher/Principal/Senior Manager.

Role of Pupils:

- to follow any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and around bullying, and how they relate to others
- to be made aware of basic safeguarding procedures in school such as visitors signing in and wearing visitor badges
- to learn how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media
- through personal, social, moral, cultural and spiritual development, including through access to cultural experiences and work experience so that they are well prepared to respect others and contribute to wider society and life in Britain today
- to know who to speak to in school if they have concerns of their own or about others

Procedures

- We will follow the procedures set out in Keeping Children Safe in Education September 2020 and also Supporting Students in Schools with Medical Conditions December 2015. These procedures will be shared with staff. (See Appendices A & B on procedures and dealing with disclosures.)
- We will ensure that staff are aware of the need to share concerns and that they cannot promise children to keep issues confidential.
- We will ensure that child protection issues are dealt with in a confidential manner with only those with a 'need to know' being informed.
- We will ensure that staff have appropriate training in child protection to carry out their duties effectively, (see training Appendix C) and keep a record of training completed.
- We will keep concise and accurate written records of concerns about children even where there is no need to refer the matter immediately.
- All child protection records will be kept securely by the DSL, not stored with other records.
- All safeguarding staff to meet regularly to discuss safeguarding matters.

Information sharing General Data Protection Regulation (GDPR)

In May 2018, the [General Data Protection Regulation](#) (GDPR) came into force and along with it, the Data Protection Act 2018 which superseded the previous version. Reference to this new legislation is included in this version of Keeping Children Safe in Education along with new guidance set out in [Information Sharing \(2018\)](#). Both these documents stress that neither GDPR nor the Data Protection Act 2018 prevents or limits the sharing of information to keep children safe. Paragraph 77 sets out the "Special Category Personal Data," which allows sharing information even without consent, in some circumstances.

- We will make referrals to and share information with other agencies following agreed procedures.
- We will develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection, including attendance at case conferences.
- We will 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.
- We will promote the effective transfer of safeguarding information by requesting this from primary schools, ensuring documents are passed on quickly if students leave Tapton and request any information about any new starters during term time.
- We will report annually to governors on safeguarding issues using the safeguarding children annual report format.

- We will request safeguarding information from previous schools when a child starts after September Year 7.
- If Tapton staff are aware of any student being privately fostered they should inform the safeguarding team who in turn will liaise with the private foster carer and inform the Local Authority of the arrangement.

Support to students, parents and staff

Students

We recognise that children who are abused, have witnessed violence or suffer extreme problems may be severely affected by their circumstances. Their behaviour may display as being withdrawn or challenging and defiant.

We will endeavour to support students by:

- An ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- A behaviour policy which aims to support vulnerable students by criticising behaviour and not the person.
- Ensuring they are offered appropriate support through the school's pastoral system and the curriculum.
- Monitoring attendance and keeping the appropriate authorities informed of any concerns.
- Offering support to identified students who have child protection plans.
- Liaising with other agencies to support the students.
- Ensuring appropriate information is transferred to a new school immediately a pupil with a child protection plan leaves Tapton.
- Ensure that decisions made put the safety and well-being of the child first.
- A poster/leaflet in every form room explaining the role of safeguarding and members of the team.
- will ensure that parents are aware of this policy and that it is available via the school website
- will respect parents and children's need for privacy
- will respect families from different backgrounds and cultures as long as it does not put the child at risk
- when making a referral will share all information with parents unless it places the child at risk, hamper a criminal investigation or in cases of suspected sexual abuse or fabricated and induced illness

Parents

We will:

- Encourage an open and honest relationship with school and ensure that parents have an understanding of 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 so that parents and carers are involved at all stages of the student's education and care.
- Arrange meetings at times and in locations that parents/carers can attend and feel comfortable so that their views can be listened to.
- Seek the consent of the student and parent/carer before sharing information.
- Support and advise parents on issues relating to their children and agree any requests for support that may be identified wherever possible.
- Issue a leaflet giving a summary of key safeguarding information to parents of new starters.
- Where reasonably possible we will ask parents/carers to provide us with more than one emergency contact number for each pupil.

Staff

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

- Staff responsibilities with regard to safeguarding

- Appropriate contact with students (See Appendix D)
- Working in one to one situations with students
- Avoiding situations where allegations may be made against them
- All staff will be kept informed of safeguarding procedures through information in the staff handbook, on the shared drive in the safeguarding folder and through regular briefings. These will include expectations, definitions of and recognition of abuse (see Appendix E) and procedures to be followed and records kept.
- 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.
- We will follow safeguarding board procedures where an allegation is made against a member of staff or volunteer (See Appendix F).
- 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.

Confidentiality

When talking to students it is vital that staff make clear that some issues relating to their safety cannot be kept confidential and that if they disclose such matters they will have to be shared with appropriate adults (parents, DSL or other agencies) depending on the circumstances.

All child protection and safeguarding issues should be dealt with in a confidential manner and only staff who are involved with the student should be informed, as deemed appropriate by the DSL. The student's views should be considered and they should be informed of the action which will be taken.

The DSL/Head Teacher will decide which other staff, if any, need to know of the case. Please do not discuss child protection or safeguarding issues with other colleagues unless this has been agreed to be necessary.

Record keeping

- All records relating to safeguarding and child protection will be kept following Safeguarding Sheffield Children Partnership guidelines.
- All concerns about safeguarding or child protection must be recorded by the person who identifies or is informed of a concern by a pupil, parent or member of staff on using the CPOMS (*Child Protection Management System*)
- All subsequent communications or actions relating to the pupil concerned should be logged on their CPOMS log. New logs are to be created on the student records on the secure CPOMS system.
- All safeguarding and child protection files are stored in a separate, locked cabinet in the Behaviour and Safety Managers room until they can be scanned and uploaded to CPOMS. Keys are kept in a secure key safe in the DSL's office.
- Early Help information is retained securely archived until 25 years after last action. Child Protection information retained is securely archived until the subject is 85 years old (currently indefinitely until further direction from the Independent Inquiry into Child Sexual Abuse).

Students transferring to another School

The following procedures will take place if a student with a Child Protection Plan transfers to another school:

- the case social worker will be contacted by the DSL
- Child protection records will be passed on (separately from the main school file) to the DSL at the receiving school (records should always follow the child).

Physical Intervention/positive handling

- we acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person
- any incidences should be recorded and signed by a witness
- Staff who are likely to need to use physical intervention will be appropriately trained
- physical intervention which causes injury or distress to a child may be considered under child protection or disciplinary procedures
- we recognise that touch is appropriate if needed to meet the needs of the child and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries

Working with students in specialist areas e.g. Drama, Music and P.E. (see APPENDIX H)

When photographic or video footage is recorded we will;

- Seek parental consent for images or footage taken (this is through admissions data collection)
- Only use the students' first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

When putting on a theatre production, musical event or sports fixture:

At the outset of the event we will:

- Undertake a risk assessment and monitor risk throughout the event process
- Identify at the outset the person who will have designated responsibility for child protection
- Engage in effective recruitment of chaperones and other individuals with responsibility for children, including appropriate vetting
- Ensure that the children are supervised by a responsible adult at all times

When students take part in residential visits. We will:

- Undertake a risk assessment and monitor risk throughout the event process
- Identify at the outset the person who will have designated responsibility for child protection
- We will ensure that appropriate sleeping arrangements are put in place to protect students
- Adults should sleep in separate but nearby sleeping quarters and attention should be given to adequate provision for each gender.
- Separate sleeping areas need to be provided for those above and those below the age of 16. Where this is not possible, arrangements need to be made to ensure adequate separation of the age groups within the sleeping accommodation.
- Attention also needs to be given to safe access for the children and young people to staff and to toilet facilities during the night.

Pupils staying with host families

- If the school arranges the home-stay, we will obtain an enhanced DBS for everyone in the home aged over 18 years old.
- School are "free to decide" if they should get enhanced DBS checks for those who are 16 or 17 years old.
- There will be no charge for these DBS checks as they are for volunteers.
- Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

One to one contact

On occasion, one-to-one contact will be unavoidable, in such cases:

- Make sure that the contact it is for as short a time as possible.
- Ensure that you remain accessible to others.
- Tell someone where you are going, what you are doing and why.
- Try to move with the child/young person in to areas where there are more people.
- Try to avoid unnecessary physical contact.

Allegations against staff or volunteers

Procedures are in place for students, parents or staff to share concerns they have about members of staff or volunteers. All such complaints will be brought immediately to the attention of the Head Teacher (or Assistant Head) so that appropriate action may be taken.

If the allegation concerns alleged minor physical contact or verbal abuse this will normally be dealt with under the school's complaints procedures.

If the allegation is that the member of staff or volunteer has behaved in a way that has harmed or may have harmed a child, or possibly committed an offence related to a child, or behaved in a way that makes them unsuitable to work with children, the Head Teacher will be informed immediately and will follow the procedures laid down by the safeguarding board (Appendix F).

The record of any allegation against a staff member is scanned to a secure folder on MStore. Current issues are kept digitally and are only accessible by the Headteacher.

Monitoring and Evaluation

A continual process of:

Local Governing Body (LGB) visits to school

- regular SLT discussion with children and staff
- pupil surveys and discussion and listening to children
- scrutiny of attendance data
- scrutiny of LGB minutes
- reviewing logs of bullying/racist/behaviour incidents for SLT and LGB to monitor
- review of parental concerns and parental surveys
- review of any 'nurture groups' or small group work with vulnerable children

Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed by the DSL, the Headteachers, the designated governor and any recommendations for improvement made to the Local Governing Body. A safeguarding audit will be undertaken regularly.

APPENDIX A

Tapton School Safeguarding and Child Protection Procedures

Our procedures are designed to safeguard children in a range of situations

1. Where circumstances may be affecting children's health and development
2. Where there are suspicions of abuse
3. Where there are allegations of abuse

Our aim is always to take the appropriate actions for the best outcome for each individual.

Safeguarding procedures

- If a report of a concern is received by staff, parent or pupil to the pastoral team or DSL/ DSD, this must be recorded on agreed forms. DSL/DSD must be informed. (Appendix G)
- Speak to the pupil, collect information, record further details.
- Check with other agencies for involvement and share information.

DSL/DSD to decide action required

1. If none is required or the family are to take action - keep under review
2. If school action only is appropriate, internal support to be arranged
3. If required, complete a FCAF which can lead to involvement of other agencies. e.g. MAST team, school nurse, Corner, educational psychologist etc. using appropriate referral procedure.
4. Share any information where appropriate.
5. Attend relevant inter-agency meetings.
6. Date, time and outcome of all meetings to be recorded on the safeguarding log (Appendix H)
7. Records of subsequent interagency meetings to be stored with these.

Child protection procedures

In any case where abuse is suspected or alleged, or significant harm has occurred or might occur, Child Protection procedures must be followed. The matter must be dealt with quickly and effectively. If necessary, staff should ask for cover so that they can report or follow up on the issue immediately.

Tapton School uses an electronic Safeguarding system CPOMS to record incidents. If the incident is urgent and a child/young person is at significant risk of harm then the person reporting this should record the incident on CPOMS but should also seek out the DSL/DSD to report this face to face.

The DSL and DSD will discuss the options available, consult with the Safeguarding Children Advisory Service if necessary and discuss with the young person the actions to be taken. The parent/carer will be consulted unless this will compromise the child's safety. Where necessary a telephone referral to social services will be made. Concerns will be recorded and confirmed in writing.

Key Contact within School

Mrs K Tabani Ext. 1125

Referring a safeguarding concern to Children's Social Care

Director of Children and Families Service

Carly Speechley

Email: carly.speechley@sheffield.gov.uk

Phone: 0114 273 4913

The DSL and DSD will discuss the options available, consult with the Safeguarding Children Advisory Service if necessary and discuss with the young person the actions to be taken. The parent/carer will be consulted unless this will compromise the child's safety. Where necessary a telephone referral to social services will be made. Concerns will be recorded and confirmed in writing.

Safeguarding Sheffield Children Partnership

Sheffield Safeguarding Hub

Professionals and members of the public can call 0114 273 4855 at any time and be put through to a social worker to discuss safeguarding concerns about a child or young person.

From 5.15pm to 8.45am (Monday to Thursday) or 4.45pm (Friday) to 8.45am (Monday) calls will go through to an answer phone run by the Emergency Duty Service, who will ring you back.

The Safeguarding Hub:

- Includes South Yorkshire Police Officers, Social Workers, Independent Domestic Violence Advisers and Health staff
- Will respond to concerns about vulnerable children and young people by providing an integrated service with swift and secure information sharing between professionals
- Will not replace police reporting mechanisms - to report non-urgent matters for police action ring 101.

Key Partners and contact Details

Multi-Agency Support Teams

Multi-Agency Support Teams and the agencies they work with provide support to children, young people and their families, giving them help as early as possible, rather than entering crisis services at a late stage.

MAST

- E-mail childrenandfamiliesmast@sheffield.gov.uk
- Website [Sheffield City Council - MAST](#)

Sheffield Children Safeguarding Partnership (SCSP):

Sheffield Children Safeguarding Partnership (SCSP) is the statutory body responsible for overseeing safeguarding children arrangements in the city.

email: scsp@sheffield.gov.uk

Local Authority Designated Officer (LADO) and Prevent: Andrew Adedoyin

- tel. [2734850](tel:2734850)
- To make a referral, download the [LADO referral form](#), complete & email to lado@sheffield.gcsx.gov.uk or fax to [2734628](tel:2734628) or [2736239](tel:2736239)

Education Safeguarding Children Advisors:

- **Bea Kay**, tel. [2735655](tel:2735655) or email bea.kay@sheffield.gov.uk
- **Flora Bandele**, tel. [2053714](tel:2053714) or email: flora.bandele@sheffield.gov.uk

Quality Assurance and Involvement Service:

The Quality Assurance and Involvement Service is responsible for the reviews of children in care and those subject to child protection plans. It also employs the Education Advisors and is responsible for safeguarding children training.

Our office hours are: 8.45am to 5.15pm Monday - Thursday and 8.45am to 4.45pm Friday, tel.: 0114 273 4934, email: child.protection@sheffield.gov.uk

Quality Assurance and Involvement Service:

The Quality Assurance and Involvement Service is responsible for the reviews of children in care and those subject to child protection plans. It also employs the Education Advisors and is responsible for safeguarding children training.

Our office hours are: 8.45am to 5.15pm Monday - Thursday and 8.45am to 4.45pm Friday, tel.: 0114 273 4934, email: child.protection@sheffield.gov.uk

- **Independent Reviewing Service:** tel.: [0114 273 4994](tel:01142734994) for matters relating to the reviewing or monitoring of care plans for looked after children

Substance Misuse Advisor, Mandy Craig:

- Tel. [2058214](tel:2058214) or mail Mandy.Craig@sheffield.gov.uk

Licensing Officer - advice about safeguarding children on licensed premises and taxi and hospitality services

- **Julie Hague**, email Julie.Hague@sheffield.gov.uk

Safeguarding Children Training, email, safeguardingchildrentraining@sheffield.gov.uk

Child Death Overview Panel (CDOP) - for information or advice about a child who has died or about CDOP policies and procedures

- CDOP Manager, tel. [2053846](tel:2053846) or email Diane.Shahlavi@sheffield.gov.uk
- Business Support Manager, tel. [2039669](tel:2039669) or email Robert.Phizacklea@sheffield.gov.uk

We are guided by the policies and procedures set out by the Safeguarding Sheffield Children Partnership. A full set of those policies and procedures can be found [here](#).

APPENDIX B

Guidance for Staff on Dealing with Disclosures

If a pupil tells you that he/she is suffering abuse or explains that an injury has been caused by someone else, this must be dealt with seriously.

What to do

1. Take the child seriously and remain calm and reasoning
2. Give the child time to talk to you in private. Do not press for evidence or ask leading questions, but make sure that you have a clear understanding of what is being said.
3. Reassure the child that they have done the right thing in telling and that they are not to blame for what has happened.
4. Do not agree to total confidentiality – explain that you need to get help from someone else.
5. Inform the DSL or DSD who will either take over or give guidance on what should happen.
6. Create an incident on CPOMS. Write a detailed account of what you were told and saw. (*O:\SAFEGUARDING\Admin Procedures for Safeguarding\record keeping*) Include dates and times, who was involved and, if there are injuries, what signs are visible. The DSL will receive an alert to respond to the incident.
7. **Confidentiality is vital.** The DSL, DSD, Assistant Headteacher and Headteachers will decide which other staff, if any, need to know of the case. Please do not discuss safeguarding issues with anyone else unless they have a need to know.
8. If the allegation refers to a member of staff, this must be referred directly to the Headteacher. In the event of an allegation against the Headteacher, this should be referred to the Chair of Governors. (See Appendix G for details)

APPENDIX C

Training

Whole school in-service training on safeguarding and child protection issues will be organised by the DSL to ensure all staff receive regular appropriate training, at least yearly.

The DSL and Deputies will attend the LA's dedicated training and have refresher training every year.

All newly recruited staff will undergo safeguarding training as part of their induction to the school.

At the start of each school year, a safeguarding update will be given to a whole staff meeting and attention will be drawn to requirements, procedures and materials available in the handbook and on the shared drive.

Staff will be sent regular safeguarding updates via email to keep them updated with current safeguarding issues.

Safer recruitment training has been undertaken by:

Kat Rhodes	Headteacher
Kath Tabani	Assistant Headteacher
Steve Rippin	Assistant Headteacher
Debra Kirkham	Business Manager
Andrew Wright	Senior Assistant Headteacher
Jo Shepherd	PA and HR

Staff have completed face to face training delivered in school between October 2019 and February 2020 by Sheffield Children Safeguarding Partnership (SCSP)

APPENDIX D

Definitions of Abuse

General Definition: (updated from SSCB website)

Abuse is a form of maltreatment of a child or young person under 18 years old. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Child abuse covers a wide area and includes four distinct categories:

Physical abuse:

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

Emotional Abuse:

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

Sexual Abuse:

This involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as:

- Involving children in looking at, or in the production of, sexual images
- Watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- 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 or psychological needs, likely to result in the serious impairment of their 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 them 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 or being unresponsive to their basic emotional needs.

RECOGNISING SIGNS OF ABUSE

These lists are **possible** indicators of abuse. Many of these signs could have other explanations.

Signs of physical abuse

Unexplained or untreated injuries or burns, and improbable excuses given to explain injuries. Refusal to discuss injuries. Admission of punishment that appears excessive. Fear of parents being contacted. Withdrawal from physical contact. Fear of returning home or of medical help. Self-destructive tendencies. Aggression towards others.

Signs of emotional abuse

Physical, mental and emotional development lags. Admission of punishment which appears excessive. Over reaction to mistakes. Continual self-deprecation. Sudden speech disorders. Fear of new situations. Inappropriate emotional responses to painful situations. Neurotic behaviour (rocking, hair twisting, thumb sucking etc). Self-mutilation. Fear of parents being contacted. Extremes of passivity or aggression. Drug or solvent abuse. Running away. Compulsive stealing or scavenging.

Signs of neglect

Constant hunger. Poor personal hygiene. Constant tiredness. Poor state of clothing. Emaciation. Frequent lateness or non-attendance at school. Untreated medical problems. Destructive tendencies. Low self-esteem. Neurotic behaviour. No social relationships. Running away. Compulsive stealing or scavenging.

Signs of sexual abuse or exploitation

Sudden changes in behaviour or school performance. Displays of affection in a sexual way inappropriate to age. Tendency to cling or need constant reassurance. Tendency to cry easily. Regression to younger behaviour. Complaints of genital itching or pain. Bladder problems. Distrust of a familiar adult, or anxiety about being left with a relative, baby sitter or lodger. Depression and withdrawal. Apparent secrecy. Wetting, day or night. Sleep disturbances or nightmares. Anorexia or bulimia. Self-mutilation, attempted suicide, frequent running away. Unexplained pregnancy. Fear of undressing for PE. Phobias or panic attacks. Students having contact or meetings with people they do not know or posting inappropriate images of themselves on the internet are a cause for concern, students having unusual amounts of money or possessions.

Female genital mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

FGM is illegal in the UK & in October 2015 it became mandatory for teachers, social workers & health professionals to report 'known' cases of FGM to the Police.

When FGM involves girls under 18 it is classified as child abuse with potential for long-lasting harmful physical and psychological consequences. Girls who are threatened with, or have undergone FGM may withdraw from education, affecting their educational & personal development; they may feel unable to oppose the wishes of their parents & may suffer emotionally as well as physically.

Indicators: The girl's community or country of origin is high risk of FGM plus the girl:

- Has a mother or female relative who has had FGM
- Is uncomfortable walking, sitting or standing
- Spends longer than usual in the toilet
- Has frequent urinary, menstrual or stomach problems.
- Has prolonged or repeated absences from the education setting Or you may overhear references to being cut, closed, circumcised or other terms Staff may also become concerned about a female pupil because:
- She appears anxious, depressed and withdrawn
- Her educational performance, aspirations or motivation may decline
- Her friends report their concerns Girls may be most at risk during the summer holiday, so pay particular attention in the summer term, & when girls return in the autumn.

Education settings can create an 'open' and supportive environment by:

- Circulating & displaying materials about FGM
- Raising mandatory reporting duty & awareness of FGM among all staff, through e.g. training, briefing sessions, guidance, etc.
- Ensuring that the safeguarding team is fully aware of the issues around FGM
- Introducing FGM into the school curriculum within relevant classes, such as PSHE, Sex & Relationship Education (SRE), Science & Citizenship.

Actions

We will:

- Talk to pupils/students about FGM professionally & sensitively
- Explain that FGM is illegal in the UK and that they will be protected by the law
- If you are concerned that a pupil/student is at immediate risk of, or has undergone FGM, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately
- Teachers must also report 'known' cases of FGM direct to the police by ringing 101

The DSL/D must:

- Make an immediate referral into Children's Social Care for further investigation alongside the Police and health services
- Talk to the pupil/student about why they have made a referral (particularly if against their wishes)

Staff should not:

- Examine a student (unless part of their normal personal care, e.g. nappy-changing, disability care etc.)
- Treat such concerns as a 'domestic' issue
- Ignore what the student has told them or dismiss the need for immediate protection • Decide that it is not their responsibility to follow up the allegation
- Discuss their concerns with the student's family or community, in advance of any enquiries by the police, adult or children's social care

In all situations the girl should be offered counselling and medical help, and assess other related females who may be at risk. Agencies will always work with parents & wider family, community leaders & organisations to prevent and educate about the abuse and its consequences.

Child sexual exploitation (CSE)

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

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Step one – Identifying cases

School staff members are aware of and look for the key indicators of CSE, these are as follows:

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

- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

Step two – Referring cases

Any member of staff who suspects or receives information that a child or young person may be involved in sexual exploitation, including suspicion that they are being groomed or exploited online, should refer their concerns to their Designated Safeguarding Lead or Deputy, who will refer the matter to Children’s Social Care.

Governors, Management Committees and the senior management of all education settings need to make clear their commitment to deal effectively with Child Sexual Exploitation (CSE).

We will ensure that:

- we identify to staff & students a trained and regularly updated Child Sexual Exploitation (CSE) Lead
- all staff are made aware of and understand CSE indicators and referral pathways
- students are taught (age-appropriately) about:
 - CSE and how to protect themselves and each other
 - Healthy (including sexual) relationships, peer pressure, bullying, online-safety, gang activity etc. and how these topics can relate to CSE
- pupils/students know who to go to for help and support, and who to report CSE concerns to, both inside and outside the education setting
- relevant staff work in partnership with other agencies
- procedures are in place to continually gather, record and share CSE information with the Sheffield Sexual Exploitation Service as soon as practicable, including ongoing data on Pupils/students who run away or go missing
- we consider effective ways of raising awareness of CSE with parents and carers

APPENDIX E

Preventing Extremism and Radicalisation

Extremism is defined as:

- Opposition to fundamental values, e.g. democracy, law, liberty, respect & tolerance of other faiths & beliefs;
- Including e.g. far right views, animal rights activism, & some religious fundamentalism

Protecting students from these risks is similar to protecting them from harm and abuse. The Prevent programme must not involve any covert activity against people or communities. However, specified authorities may need to share personal information, e.g. to ensure that a student who is at risk of radicalisation is given appropriate support.

Factors making students vulnerable include:

- Pressure from peers & others or the internet
- Crime against them or involvement in crime
- Anti-social behaviour and bullying
- Family tensions
- Race or hate crime
- Lack of self-esteem or identity
- Personal or political grievances If you think a student might be at risk:
 - Inform your DSL/D immediately
 - The DSL/D can assess the needs of the student & their family with their consent with the Family Common Assessment (FCAF)
 - If needs are identified, you can support the student and their family e.g. within school, the Multi-Agency Support Teams (MAST) & a 'team around the family' meeting
 - If the concern is serious or immediate, the DSL/D will refer this straight away to Children's Social Care
 - If necessary, a strategy meeting will be held with Social Care, the Police & other agencies
 - Where necessary, accessing additional support to reduce vulnerability through the Channel Programme will be considered

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

Training

- The school's designated safeguarding lead has undertaken Prevent awareness training and has provided advice and support to other staff on how to protect children against the risk of radicalisation.
- The designated safeguarding lead has held formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.
- The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of Channel, in the first instance.

ICT policy

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

Extremist speakers

The school's Lettings Policy prevents speakers who may promote extremist views from using school premises.

Building children's resilience

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside students' spiritual, moral, social and cultural development.
- Allow students time to explore sensitive and controversial issues.
- Provide students with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip students to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach students about how democracy, government and law making/enforcement occurs.
- Teach students about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

The school will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)

Forced Marriage (FM)

Forced marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence (not arranged marriage). Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Children's Social Care/MAST in your local area or the Forced Marriage Unit 020 7008 0151.

Honour Based Violence (HBV)

Honour Based Violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with traditional beliefs or their culture. HBV can include domestic abuse, threats of violence, sexual or psychological abuse, being held against your will, FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be treated as any other type of abuse and reported immediately to the DSL or DSD.

HBV might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that are not traditional within their culture

HBV can affect both sexes although women and girls are the most common victims.

Looked after children (LAC) and previously Looked after children (PLAC)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. It is important that staff are aware of these children to keep them safe. In particular, information about their legal status, contact arrangements with those with parental responsibility, care arrangements, levels of authority delegated to the carer, the child's social worker and Virtual School Head in Authority that looks after the child. Steve Rippin, SENDCo, is our designated teacher responsible for promoting the educational achievement for CLA. Cathy Czauderna is our LAC support mentor.

Children Missing Education (CME)

A child going missing from education (particularly on repeat occasions) is a potential indicator of abuse or neglect and may also be an indicator of travelling to conflict zones, sexual exploitation, FGM and forced marriage.

School will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- are being home educated
- have ceased to attend and no longer live within reasonable distance of the school
- have been certified by the school medical officer as unfit to attend school before ceasing to be of compulsory school age
- are in custody for more than four months and school does not believe they will be returning to school after the end of that period; or
- have been permanently excluded

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent for a continuous period of 10 school days or more.

SEND

Identifying pupils with SEND: A pupil has SEND where their learning difficulty requires special educational provision different from or additional to that normally available. Many safeguarding issues will overlap with the pupils SEND needs. Three times more likely to be abused, these children can have a vast range of complex needs, from physical difficulties and sensory impairments to communication and interaction difficulties and difficulties with cognition and learning. Additional barriers can exist when recognising abuse and neglect in this group of children.

We recognise:

- Assumptions can be made that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers may prevent them from disclosing abuse.

We recognize that additional resources (e.g. a signer) may be required for these children to have the opportunity to give their account of abuse and their wishes and feelings heard. The staff who are best understand their condition and difficulties should support them throughout an investigation.

Peer-on-peer abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment, sexting (also known as youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person's clothing without their knowledge.
- Sexting (also known as youth produced imagery)
- Racist, homophobic or gender related issues,
- Initiation ceremonies/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm Children or young people who harm others may have additional or complex needs themselves, e.g.:
- Cause significant disruption in their own lives

- Result in exposure to domestic abuse or witnessing or suffering abuse
- Result in educational under-achievement

School staff should discuss all concerns with their Designated Safeguarding Lead and Deputy, have to make their own judgements about each specific case and should use the guidance on this page to help

We will:

- apply the child protection procedures to both the victim and alleged abuser (under 18 years of age)
- put the victim's welfare first if there is any conflict of interest
- ensure all abusers are held accountable for their behaviours
- ensure early referral and intervention
- recognise that comprehensive assessment and therapeutic intervention by skilled child care professionals is needed
- the risk of peer on peer abuse will be minimised through assemblies, PSHE, anti-bullying ambassadors
- School issue a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or part of "growing up" by staff training to understand what peer on peer abuse is and how school deals with it.
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously
- all peer on peer abuse will be taken seriously; and the different forms peer abuse can take, such as: sexual violence and sexual harassment, see section below
- all peer on peer abuse recorded on the pupil's school file

Sexual Violence and Sexual Harassment between children in schools

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important all victims are taken seriously and offered support such as 1 to 1 with pastoral staff or if necessary referral to appropriate external agencies. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT are at greatest risk.

Staff should be aware of the importance of:

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

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Anti-bullying

School policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Action regarding racist incidents is set out in our behaviour policy and acknowledges that repeated racist incidents or a single serious incident will be dealt with accordingly. We keep a record of racist incidents.

Contextual Safeguarding

Contextual Safeguarding is an approach to safeguarding children and young people which responds to their experiences of harm outside of the home. Contextual Safeguarding requires that an assessment of a young person takes into account the social or public environment (peer group, school, and neighbourhood) in which they operate, as well as their family or private environment. As children get older, they spend more time in public spheres and become increasingly influenced by them.

- School will work to identify and respond to risks facing pupils/young people
- School will work to assess risks and intervene beyond the boundaries of their own home.
- School will work with partner agencies such as social care, police, licencing, parks and trading standards

<https://www.contextualsafeguarding.org.uk>

County Lines

- County Lines is the organised criminal distribution of drugs from big cities into smaller towns and rural areas using children and vulnerable people.
- The influence of County Lines is nationwide.
- Street gangs are the hub of County Lines

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Domestic Violence

The definition changed in 2013 (Home Office circular 003/2013) to 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality'. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

We use the term domestic abuse to reflect that in addition to violence a number of abusive and controlling behaviours are involved:

- Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse
- The signs and symptoms of a child suffering or witnessing domestic abuse have been likened to post- traumatic stress disorder and are similar to other forms of abuse or neglect.
- This definition includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Online Safety

The risks to our children through the misuse of information technology include:

- Inappropriate contact: from people who may wish to abuse, exploit or bully them
- Inappropriate conduct: because of their own and others' online behaviour, e.g. the personal information they make public on social networking site, cyberbullying
- Inappropriate content: being able to access or being sexually explicit, racist, violent, extremist or other harmful material, either through choice or in error
- Commercialism: being the targets of aggressive advertising and marketing messages
- Enabling viruses and spyware by careless or misinformed use of their or others computers, smartphones, tablets or games consoles
- School have robust filtering and monitoring systems in place

Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks.

Disqualification under the Childcare Act 2006

Changes to Disqualification under the Childcare Act 2006, as amended by the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulation 2018 have been made, following a consultation into Disqualification under the Childcare Act 2006. The new legislation came into force on 31st of August 2018.

In the recent past, staff providing child care could, in certain circumstances, be prohibited from working with children because of the convictions made by someone who lives in their household. This is no longer the case.

Disqualification by Association now only applies in domestic premises, not to schools. However, staff working in child care may still be disqualified because of offences committed by themselves. Relevant people include anyone working with children of reception age or younger and children between five and eight years old in an out of school setting (like breakfast clubs or afterschool care).

All staff must be aware their 'relationships and associations' (including online) may have a safeguarding implication

The guidance from Disqualification by Association 2006 (as amended) and Keeping Children Safe in Education 2018 says that schools should remind all staff, not just those working with under-8s, that their 'relationships and associations' (including online) may have an implication for the safeguarding of pupils, and if there are concerns about that, the school should be told.

Relevant staff for childcare must self-declare that they are not disqualified.

Volunteers

- We must risk assess volunteers to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.
- All risk assessments must be recorded.

Alternative Provision (AP)

School will ensure they have a written statement from the Provider confirming they have completed all vetting and barring checks.

Homelessness

Being homeless, or being at risk of becoming homeless presents a safeguarding risk to a child's welfare. If we are concerned that a family is at risk of homelessness, with parental permission, the DSL/DSD will contact the Local Housing Authority and a referral to MAST may be made. Indicators that a family may be at risk include household debt, rent arrears, domestic abuse and anti-social behaviour.

Children with family members in prison

Children with family members in prison are at risk of poor outcomes and safeguarding issues such as peer on peer abuse, stigma, isolation, poverty and poor mental health. The DSL / DSD will ensure that all staff will be made aware of the circumstances of such families so that they can be extra-vigilant to any safeguarding concerns. NICCO (<https://www.nicco.org.uk/>) provides information to support professionals working with offenders and their children.

APPENDIX F

Allegations of abuse against staff & volunteers



These procedures apply to an adult who works (paid or unpaid) in an education setting & has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

[Working Together to Safeguarding Children, DfE 18](#)
[Keeping Children Safe in Education, DfE 20](#)

All allegations should be:

- Dealt with by the Head Teacher, Principal, Proprietor, Chair of Governors/Management Committee **i.e. the Case Manager**; even if not the employer (including leading investigations e.g. where supply agencies are involved)
- Responded to quickly, fairly & consistently, protecting the child or young person whilst supporting the person subject to the allegation
- Systematically recorded by the LADO & Case Manager, detailing all decisions & actions

The Case Manager should inform the LADO **within one working day** of an allegation that may meet the criteria above, to consider the nature, content & context & agree a course of action (see process checklist overleaf). The Designated Safeguarding Lead/Deputy should **ONLY** liaise with the "case manager" & LADO about child protection concerns, **NOT** employment issues.

Employers have a 'duty of care' and should:

- Act to minimise the stress in this process
- Inform employees as soon as possible unless the police/children's social care object
- Provide appropriate support to employees
- Appoint a named person to keep the employee informed of the progress of the case
- Advise employee to contact their trade union
- Give access to welfare counselling or medical advice if provided by the employer
- Maintain confidentiality
- Advise all parties about reporting restrictions preventing the publication of material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil/student from the same school or college

Considerations:

- Apply procedures with common sense & judgement
- If the allegation is about physical contact, the strategy discussion should consider whether '[reasonable force](#)' has been used
- All options to avoid suspension should be considered prior to taking that step
- If investigation by the police or children's social care is unnecessary, the Case Manager should consider further options with the LADO
- Resignation/ceasing service provision should not prevent an allegation being followed up
- 'Compromise agreements' must **never** be used
- Referral to the [Disclosure & Barring Service \(DBS\)](#) must be made if the criteria are met
- Cases in which an allegation was proven to be false, unsubstantiated or malicious should **not** be included in employer references
- A phased return and/or the provision of a mentor may be appropriate if staff have been away from work during investigation

At the end of a case where the allegation is substantiated, the LADO should review the case with the case manager and the relevant Safeguarding Children Advisor, Education, to identify any improvements that are required.

Local Authority Designated Officer (LADO):
Andrew Adedoyin, tel.: 07889737078

To make a referral:

- download & complete the [LADO referral form](#)
- **securely** email to LADO@sheffield.gov.uk

Do not investigate this matter yourself before getting advice and support from the LADO

Potential investigation outcomes:

- **Substantiated:** sufficient evidence to prove allegation
- **Malicious:** sufficient evidence to disprove the allegation & is a deliberate act to deceive
- **False:** sufficient evidence to disprove the allegation
- **Unsubstantiated:** insufficient evidence to prove/disprove allegation, not implying guilt or innocence.

Process Checklist:

- **Action required to secure the immediate safety or well-being of child/children:**

- Does the child or young person need medical attention, to be removed from the scene of an incident, or a member of staff to look after them until their mother, father or carer arrives? Take required action.
- Report incident or concern to Head Teacher, Principal, Chair of Governors, Head of Service etc immediately

- **Action required from Head Teacher/Chair of Governors or Head of Service:**

- Do the police need to be involved immediately, e.g. if there is immediate risk to children or if an offence has been committed? Take action required.
- Record dates/times of alleged incidents, details of those involved and any potential witnesses
- Gather & secure already existing evidence, but **do not take statements**, this is a police role
- Listen to the child/young person, encourage them to speak but do not lead or probe
- Verify that the alleged event(s) could have happened: was the member of staff on duty and present when the alleged incident took place? Are there any witnesses?
- **Contact the LADO immediately** if advice is needed, otherwise **securely email** (e.g. use encrypted attachment) the information via [LADO referral form](#)

The LADO will determine the nature and scope of the investigation and consultation with the police/social care; responsibility for employment matters rests with the employer but will form part of the advice given.

- After consultation with the LADO, inform the accused person, providing them with as much information as possible, unless the police and Children's Social care are involved and need to agree what information to disclose and when
- Consider whether suspension is needed or if an alternative arrangement can be made until the allegation is resolved
- Inform mothers, fathers or carers as soon as possible (**or as advised**, if police/social care need to be involved or a strategy discussion is required)
- Contact your Human resources Service, especially if suspension or other action is being considered pending an investigation.
- Decide what, if anything, to tell other staff members, considering confidentiality, the views of the member of staff and their representative
- No details should be discussed with other people – staff must observe confidentiality
- All parties should be advised about reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college

Useful web links/resources:

- [Keeping Children Safe in Education, DfE 2020](#)
- [Working Together to Safeguard Children, DfE 2018](#)
- [Sheffield Children Safeguarding Partnership Safeguarding & Child Protection Procedures](#)

Related documents: [Safeguarding Sheffield Children website, education, policies, procedures & guidance:](#)

- Behaviour Guidance & Positions of Trust
- Designated Safeguarding Lead & Deputy Role
- Governing Body Safeguarding Role

APPENDIX G

Photographs and images of children taken at performances and sporting events

- We recognise that there are risks posed directly and indirectly to children and young people through the use of photographs on web sites and in other publications such as theatre programmes.

Photographs can be used as a means of identifying children when they are accompanied with personal information, for example 'this is X who goes to such and-such a school who likes playing football'. This information can make a child vulnerable to an individual who may wish to start to 'groom' that child for abuse. Secondly the content of the photo can be used or adapted for inappropriate use. There is evidence of this adapted material finding its way onto child pornography sites.

- We have followed national and local authority guidelines to develop a policy in relation to the use of images of children and young people on our websites, programmes and other material. We will assess potential risks to students when making decisions about the type of images we use and the way they are used. We will take steps to ensure that parents support the policy. Use of names of individuals in a photograph should be limited and it is sensible to avoid use of any additional information that might help locate the child. Using only images of children in suitable dress may reduce the risk of inappropriate use. Parental permission to use an image of a young person must be sought in advance. If parents or other members of the public are intending to photograph or video an event they will be made aware of our policy. **The use of cameras or mobile phones and camera or filming capability in dressing rooms and other inappropriate environments is expressly forbidden.** If we permit the use of personal photograph taking, parents/carers will be advised that this is for personal use only and photos of other children must not be put on social media without the permission of the child's parent(s). Or we will announce at all performances that "Video and photography is not permitted during the performance".

Useful links

[Safeguarding Sheffield Children. Policies and Procedures](#)

[Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children July 2018](#)

[Safeguarding Sheffield Children. Information for parents and carers.](#)

[Keeping Children Safe in Education \(2020\)](#)

Addendum

Tapton School -Safeguarding and Child Protection Policy COVID-19 Addendum

Safeguarding During the Coronavirus (COVID-19) Outbreak

This addendum has been created in line with the DfE's 'Coronavirus (COVID-19): safeguarding in schools, colleges and other providers' guidance.

Tapton School is committed to safeguarding and promoting the welfare of children. This commitment remains the same in the difficult circumstances brought about by the COVID-19 outbreak. During this period the principles and practices of the school's Safeguarding and Child Protection Policy and the TSAT Safeguarding Procedures (including the Code of Conduct) will continue to apply.

The DSL visits the SCSP/ Gov.uk websites regularly to keep up to date on changes to guidance. Updates are sent to staff as necessary to make sure they are aware of any changes.

The following procedures will apply:

Designated Safeguarding Lead

There will always be a nominated DSL or deputy DSL available, either on site or contactable by phone or online video. (KCSIE2020 – page 101) Where a DSL or deputy is not on site a senior leader will take responsibility for safeguarding on site if the school is open.

The name and contact details of the 'duty' DSL will be published clearly to staff when the weekly duty rota is published if the DSL is not available.

Pupils or parents with a safeguarding concern should contact reception and ask to speak to the DSL.

Vulnerable Children

The school will continue to work with and support children's social workers and external agencies offering support to help protect vulnerable children. This will include liaising with relevant providers and ensuring that vulnerable children and those on the edge of receiving social care support can attend school where appropriate. On line meetings will be our preferred option but face to face meetings for Child Protection and CIN cases can be facilitated if necessary.

Pupils and staff on site

The school will continue to be a safe place for children to attend. We will ensure that appropriate staff are on site to maximise safety, and refer to Government guidance for education and childcare settings on how to implement social distancing and to advice from Public Health England on handwashing and other measures to limit the spread of COVID19.

Pupils on site will be registered and the school will follow up on any pupil expected to attend. Where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker. The school will also maintain a record of all staff/volunteers on site on any given day.

Guided Home Learning

Tapton School will provide a safe environment for online learning. We are committed to following privacy and data protection requirements. All pupils and staff must remind themselves of and adhere strictly to the Acceptable Use Agreements and Online Safety Policy, including any COVID-19 extensions to these policies. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate, referrals should continue to be made to children's social care and as required the police.

Children and parents will be signposted through regular updates via MCAS to appropriate practical support from, for example: -

[Childline](#) - for support

[UK Safer Internet Centre](#) - to report and remove harmful online content

[CEOP](#) - for advice on making a report about online abuse

Pastoral Support

We recognise that school can be a protective factor for children and young people, and that the current circumstances could affect the mental health of pupils and their parents. Staff will be in regular contact with pupils and will continue to be vigilant for signs of safeguarding risk or emotional distress. Safeguarding concerns should be reported to the DSL as outlined above. Staff are reminded of the need to report any concern immediately and without delay using CPOMS. If students would benefit from attending school to support their mental health we will ensure a place is offered.

Pastoral concerns will be addressed initially by the class teacher or tutor, who may involve the pastoral team or school counsellor depending on the nature of the issue. All safeguarding and pastoral concerns will be logged on CPOMS in the usual manner.

Pupils or parents with a pastoral concern should contact their child's class teacher or Head of Year / Year Manager who will support and direct them to other staff as needed. Where a pupil is already known to the school as being in need, or is in receipt of pastoral-type support in school, the DSL will ensure that a communication and support plan is in place for that child. This may include email, phone or online video contact. The plan will be reviewed regularly and where concerns arise the DSL will consider any referrals as appropriate. This will be discussed at weekly inclusion meetings by year group and if it needs escalating at Friday's pastoral meeting.

Delivering lessons online

- Online learning via teams is in place with policies and protocols implemented to ensure online safety
- clear process for children, parents and staff to raise concerns
- teachers understand how to keep children safe online during remote learning
- staff and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond
- regular catch-up with pupils, 1:1 and via assemblies
- appropriate and compliant data management systems are in place
- clear rules for behaviour during remote lessons which pupils and teachers monitor and enforce them
- Smoothwall monitors students and staff logged in to school equipment, in school and at home. Safeguarding alerts are sent immediately to the DSL

If students are not in school / not engaging in on line learning we will:

- Email them and call their parents/carers
- Text their parents /carers
- Send our APO to do a eyes-on home visit – if he doesn't see them we will send a letter giving all ways to contact us and that if we don't hear we will explore support from external agencies.
- If no contact after letter we will refer to SG hub and if no action taken by them we will refer it to 101 for police support with an eyes-on visit.

Student Code of Practice for Remote Learning January 2021

The logo for Tapton School, featuring the word "Tapton" in a large, white, serif font above the word "SCHOOL" in a smaller, white, sans-serif font, all set against a red rectangular background.

1. Student behaviour should be in line with our normal high expectations for behaviour in school
2. Students should follow their normal timetable and be organised and ready for learning at 9.15
3. Students need to join meetings on time
4. We expect students to mute themselves during teacher explanation and independent learning time. Teachers will ask students to unmute when necessary
5. Where possible students should wear headphones if others are present in the room
6. All communications on Teams should be respectful and focused on learning. Students should only share things relevant to the lesson and the learning in the chat
7. Students should not share personal data or make inappropriate comments
8. Students can only access lessons using their school account
9. Students should only use their real names to log in to a session
10. Lessons should not be recorded by students or parents on any device
11. Students should not share links/invites to lessons with anyone
12. Images or any content from the lesson should not be shared on social media
13. Students who fail to follow the code of practice risk being removed from Teams learning and will have to access alternative resources
14. Students need to continue to be kind, work hard, follow the rules

**Parents and carers
Code of Practice for
Remote Learning
January 2021**

Tapton
SCHOOL

1. Parents should support the school by ensuring their children are ready for remote learning on Teams at the start of every day.
2. Parents and carers cannot participate in the lesson and should not observe lessons for critiquing purposes.
3. Please ensure your child has a set of headphones to wear and/or reduce background noise and conversations that could be heard by the class.
4. Parents should not record the lesson or take screenshots under any circumstances.
5. Images or any content from the lesson should not be shared on any platform.
6. Please remind your child of the student code of practice and our high expectations.
7. Parents should be aware that if their child breaches the student code of practice they risk losing the privilege of accessing Teams lessons

Mental Health

The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.

Supporting pupils at home

- We have identified pupils who may need early help and those who are at risk of harm or have been harmed.
- Heads of Year will make twice-weekly contact with vulnerable pupils and all staff are aware to keep a close eye on those pupils and report any concerns immediately.
- Where children move between schools, welfare and child protection information will be shared as required.
- Students who have been granted a leave of absence, are unable to attend because of sickness, are unable to attend because they're complying with clinical and/or public health advice given to them (e.g. if they're self-isolating and waiting for a test result), are absent for a necessary religious observance will continue to be contacted by their form tutor or year manager.
- Form tutors are expected to call all of their tutees fortnightly and share concerns with YMs via CPOMS
- All students have been provided with their YM and Wellbeing officer's email so that they can get in touch if they want to talk with anyone
- Regular emails re safeguarding/mental health awareness/online safety are sent out to parents and children via MCAS
- Pupils will be directed to practical online support, such as ChildLine, where they feel unsafe and require support outside of school.
- teachers understand how to keep children safe online during remote learning
- staff and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond
- The headteacher will encourage line managers to hold one-to-one meetings (if appropriate) with their staff over the phone or via a video call to ensure they feel supported during this stressful time.

How we will secure the help that pupils need, and, if required, refer pupils in a timely way to those who have the expertise to help

- Referrals to Well-being & Engagement officer in school for immediate support. Students who need support are referred to Mrs Munna Mohammed or Mr Dave Simpson – mental health and resilience workers (MHRW) to work with vulnerable students.
- Regular contact with parents if there is any concerns and referrals to MAST Early Help will be done where necessary
- Multi-agency meetings such as team Around The family (TAF)/Child in Need (CIN) will take place on-line
- Parents will be signposted to GP/ Door 43/ Kooth.com for self-harm/ Mental Health concerns/Gold Diggers trust
- We collaborate with external agencies who have offered to come into school and deliver interventions – such as South Yorkshire Eating Disorder Association (SYEDA) doing small group work this term.

How we manage safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults

- Refer any concerns or allegations to DSL for investigation
- Follow up any allegations made by students, staff or parents in the usual way
(*school staff via DSL, Outside staff through the external organisation's SG procedures*)

Organisations that we engage with to support students:

MAST – Sheffield City Council, Multi Agency Support Team

CYT – Community Youth Team

MST – Multistemic Therapy

The Corner

Karma Nirvana

SYEDA - South Yorkshire Eating Disorder Association

Aspire

CAMHS - Child and adolescent mental health services

SEDATT - Sheffield Eating Disorders Assessment and Treatment Team

Forge Youth

Social Care

Door 43

Kooth

FACT – Fostering and Adoption Team

Gold diggers Trust

Students advised to call NSPCC/Child line with any immediate issues.

Working in partnership

We continue to work closely with our local safeguarding partners and other local agencies.

This addendum is subject to change and is dependent upon DfE guidelines. February 2021.