

### CHILD PROTECTION AND SAFEGUARDING POLICY

<b>Date of issue:</b>	September 2023
<b>Responsible sub-committee:</b>	Full Governors
<b>Linked Policies:</b>	School behaviour policy School bullying policy School searches and confiscation policies Disciplinary policy Data protection policy Data Retention policy Complaints policy Code of Conduct policy Whistleblowing policy Wellbeing policy Managing of Allegations of Abuse Against Staff policy Recruitment policy Online Safety policy
<b>Review Date:</b>	September 2024 Annual review for any changes to KCSIE
<b>Target audience:</b>	All stakeholders (Parents/carers, students, staff, Governors, Trustees, Members)
<b>Dissemination via:</b>	School websites / SharePoint

## Updates and Amendments

Version	Section	Amendments	Date	Author role
2.0	Section 3	Updated language to reflect that 'clinical commissioning groups' are now known as 'integrated care boards'	September 2023	
2.0	Section 4	Added reference to the fact that some children have an increased risk of abuse, both <b>online and offline</b> . Clarified that the school will give special consideration to students who are missing or absent from education for prolonged periods and/or repeat occasions	September 2023	
2.0	Section 5	Added reference to the fact that schools should have a zero-tolerance culture towards transphobia	September 2023	
2.0	Section 5.2	Added online safety, including filtering and monitoring processes, to the Designated Safeguarding Lead's (DSL's) responsibilities	September 2023	Lynn Wood (Executive Safeguarding Lead)
2.0	Section 5.3	Added to the responsibility of Governors, reference to ensuring the school has appropriate filtering and monitoring systems, reviewing the DfE's filtering and monitoring standards, ensuring appropriate staff take responsibility for understanding the filtering and monitoring systems and ensuring all staff undergo safeguarding and child protection training, including online safety and understand their roles and responsibilities around filtering and monitoring.	September 2023	Lynn Wood (Executive Safeguarding Lead)
2.0	Section 5.4	Added the responsibility of the headteacher of early years providers to oversee the safe use of technology, mobile phones and cameras in the setting.	September 2023	Lynn Wood (Executive Safeguarding Lead)
2.0	Section 7.7	Added that if the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, you should follow your safeguarding policies and procedures and inform the local authority designated officer (LADO), as you would with any safeguarding allegation.  Added clarification of the reporting processes for staff in the event of a concern about a staff member.	September 2023	Ben Purvis (HR & Compliance Manager)
2.0	Section 8	Indicated where you should include information about your filtering and monitoring systems, if these are not detailed in a separate online safety policy  Added reference to the duty to review the child protection and safeguarding policy, including online safety, annually, and to make sure the procedures and implementation are reviewed regularly.	September 2023	Lynn Wood (Executive Safeguarding Lead)
2.0	Section 8.1	Added a new section on artificial intelligence (AI)	September 2023	Lynn Wood (Executive Safeguarding Lead)

2.0	Section 14	Removed reference about retaining records for allegations that involve sexual abuse	September 2023	
2.0	Section 16.1	Added reference to the fact that training for all staff should include online safety, including an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring.	September 2023	Lynn Wood (Executive Safeguarding Lead)
2.0	Appendix 3	Added new guidance on process for if you have concerns for a young person presenting with mental health	September 2023	Lynn Wood (Executive Safeguarding Lead)

## Contents

Important contacts	4
1. Aims	6
2. Legislation and statutory guidance	6
3. Definitions	7
4. Equality statement	7
5. Roles and responsibilities	8
6. Confidentiality	12
7. Recognising abuse and taking action	13
8. Online safety and the use of mobile technology	22
9. Notifying parents or carers	25
10. Private fostering	26
11. Students with special educational needs, disabilities or health issues	26
12. Students with a social worker	27
13. Looked-after and previously looked-after children	27
14. Complaints and concerns about school safeguarding policies	27
15. Record-keeping	28
16. Training	29
Appendix 1: Types of abuse	30
Appendix 2: Safeguarding Child Protection Form	31
Appendix 3: Concerns for a child/young person with mental health presentation	33

## Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Headteacher	Kathryn Rhodes	<a href="mailto:krhodes@taptonschool.co.uk">krhodes@taptonschool.co.uk</a> 0114 2671414 ext. 1101
Designated Safeguarding Lead (DSL)	Kathryn Tabani	<a href="mailto:ktabani@taptonschool.co.uk">ktabani@taptonschool.co.uk</a> 0114 2671414 ext. 1125
Deputy Designated Safeguarding Lead (DDSL)	Esther Jackson	<a href="mailto:ejackson@taptonschool.co.uk">ejackson@taptonschool.co.uk</a> 0114 2761414 ext. 1164
Designated Safeguarding Deputy	Munna Mohammed	<a href="mailto:mmohammed@taptonschool.co.uk">mmohammed@taptonschool.co.uk</a> 0114 2671414 ext. 1118
Designated Safeguarding Deputies in Sixth Form	Lucy Mitchell Rachel Moorwood	<a href="mailto:ks5safeguarding@taptonschool.co.uk">ks5safeguarding@taptonschool.co.uk</a> 0114 2671414 ext. 1160 /1133
Designated Child Looked After Teacher	Stephen Rippin	<a href="mailto:srippin@taptonschool.co.uk">srippin@taptonschool.co.uk</a> 01142671414 ext. 1104
Special Educational Needs Coordinator	Stephen Rippin	<a href="mailto:srippin@taptonschool.co.uk">srippin@taptonschool.co.uk</a> 01142671414 ext. 1104
Local Authority Designated Officer (LADO)	Andrew Adedoyin / Sharon Haigh	All LADO referrals are made via the Sheffield Safeguarding Hub 0114 273 4855
Chair of Governors	Jim Rushton	<a href="mailto:jrushton@taptontrust.org.uk">jrushton@taptontrust.org.uk</a>
Safeguarding Governor	Rhona Leadbetter	<a href="mailto:rleadbetter@taptontrust.org.uk">rleadbetter@taptontrust.org.uk</a>
Special Educational Needs Governor	Clare Fowler	<a href="mailto:cfowler@taptontrust.org.uk">cfowler@taptontrust.org.uk</a>
Sheffield Safeguarding Hub		0114 273 4855
Family Intervention Service (FIS) formerly Multi-Agency Support Team (MAST)	Business Support Shortbrook Primary Site Westfield Northway Sheffield, S20 8FB	0114 2037485 Email <a href="mailto:fisbusinesssupport@sheffield.gov.uk">fisbusinesssupport@sheffield.gov.uk</a>
Channel helpline		020 7340 7264

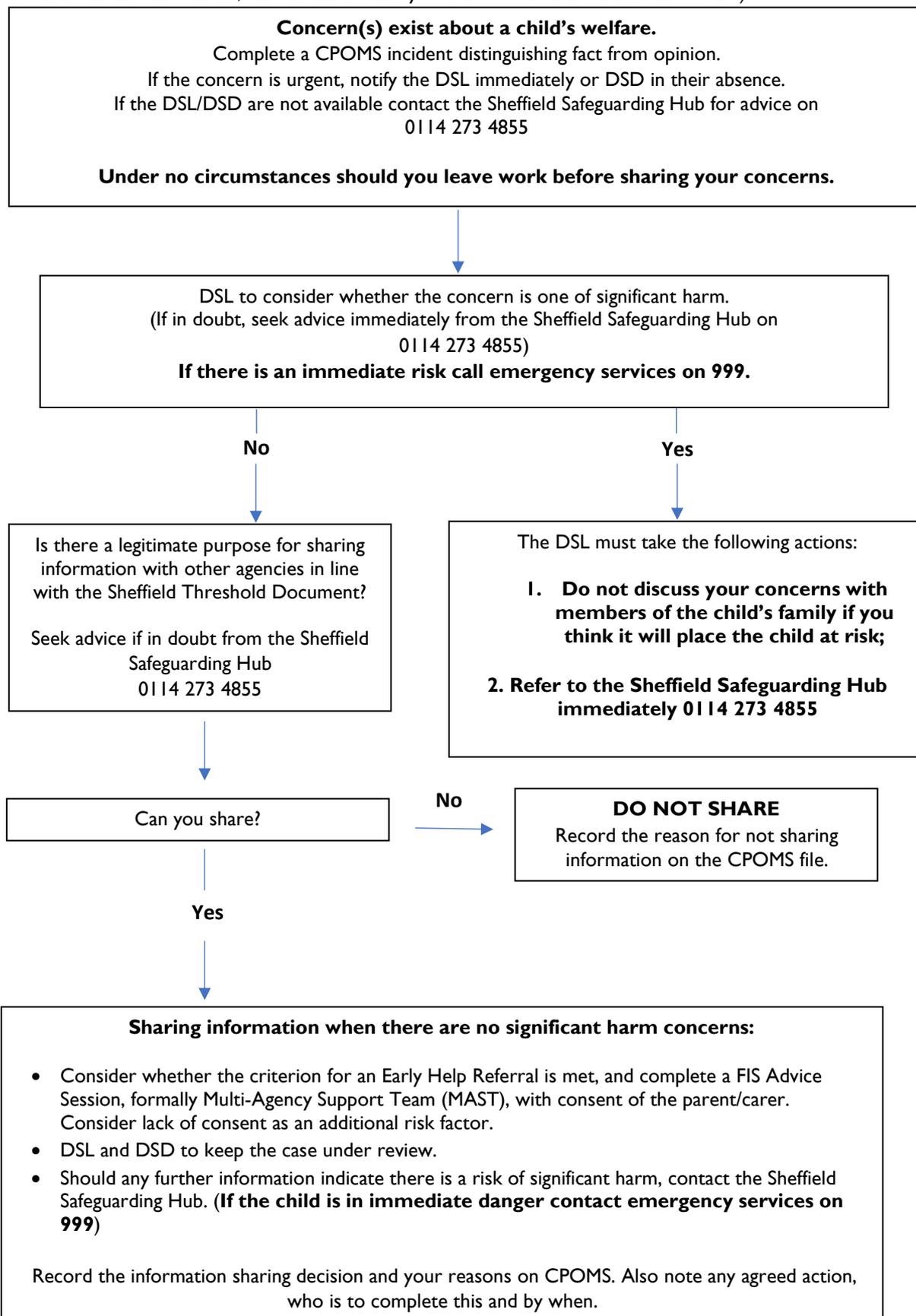
Please be aware that during weekends and school holidays you will not be able to contact the Designated Safeguarding Lead or Designated Safeguarding Deputies. If you have any concerns about the welfare of a child or young person during these times, please contact the Sheffield Safeguarding Hub on 0114 2734855 (24 - hour service).

If you think a child or a young person is in immediate danger, please call the police on 999 at any time.

If you are a child or young person and are worried or feel unsafe then you can get help from Childline a free, private and confidential service where you can be you. You can chat online or on the phone, 0800 1111, any time.

**Figure 1: Procedure if you have any concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



## I. Aims

The Trust aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2023\)](#), and [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

- Sheffield City Council
- South Yorkshire Police
- NHS South Yorkshire Integrated Care Board

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school.
- [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 Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their students regarding these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children – for Students aged 8 and under

- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

### 3. Definitions

**Safeguarding and promoting the welfare of children** means:

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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix I explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix I defines neglect in more detail.

**Sharing of nudes and semi-nudes** (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- The chief officer of police for a police area in the LA area
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA

**Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

### 4. Equality statement

Further information can be obtained from the [Equality and Human Right Commission](#) and [The Equality Act 2010](#).

Some children have an increased risk of abuse, both online and offline, 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 and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

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

## 5. Roles and responsibilities

Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers, Trustees, Members and governors in our schools and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

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

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

## 5.1 All staff

All staff will:

- Read and understand part I and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- Headteacher, members of senior leadership, Governors and Trustees should read and understand the full version of Keeping Children Safe in Education (KCSIE)
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for students who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our systems that support safeguarding, including this policy and all linked policies outlined on page 1, the role and identity of the Designated Safeguarding Lead (DSL) and [deputy/deputies], and the safeguarding response to children who go missing from education.
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children.
- What to look for to identify children who need help or protection
- If a staff member has a low-level concern, then they should discuss this with the Headteacher or the as soon as possible. The Headteacher or DSL will then support the staff member to follow the procedures set out within the Trust's Management of Allegations of Abuse Against Staff policy which gives guidance on low level concerns.

## 5.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is detailed on page 5). The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep students safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of hours contacts are on page 5.

When the DSL is absent, the deputy/deputies will act as cover and contact details are on page 5.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.

The DSL will also:

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

The full responsibilities of the DSL and any deputies are set out in their job description.

### **5.3 The Local Governing Board**

The Local Governing Board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- Appoint a safeguarding lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
  - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
  - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Make sure:
  - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.

- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
  - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
  - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
  - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.
- Where another body is providing services or activities (regardless of whether the children who attend these services/activities are children on the school roll):
    - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
    - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
    - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

In the event of an allegation of abuse against the Headteacher, it must be reported to the Chair of Governors and to a member of the Trust Core Executive team. If the Chair of Governors and the Trust Core Executive Team are not available then it should be reported to LADO. The staff member should continue to seek to inform the Chair of Governors and a member of the Trust Core Executive Team. The Trust's Management of Allegations of Abuse Against Staff policy provides further guidance.

#### **5.4 The Headteacher**

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring appropriate procedures are followed in the event of an allegation of abuse against another member of staff, volunteer or contractor. The Trust's Management of Allegations of Abuse Against Staff policy provides further guidance.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.

## 5.5 Trustees

All Trustees maintain an overview of safeguarding practice across the Trust ensuring that policy is implemented.

## 6. Confidentiality

The safety, wellbeing and protection of our children and young people is paramount in all decisions staff at this school make about confidentiality. The appropriate sharing of information between school staff is an essential element in ensuring the welfare and safety of our children and young people.

- Timely information sharing is essential to effective safeguarding.
  - Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
  - The Data Protection Act (DPA) 2018 and UK GDPR does not always prevent, or limit, the sharing of information for the purposes of keeping children safe. Schools will refer to Data Protection Officers to seek guidance upon receipt of requests for information – this may include Court Orders, Police Requests, Subject access requests.
  - If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
  - Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests.
  - If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There’s no definitive answer, because even if a victim doesn’t consent to sharing information, staff may still lawfully share it if there’s another legal basis under the UK GDPR that applies.
    - The DSL will have to balance the victim’s wishes against their duty to protect the victim and other children.
    - The DSL should consider that:
      - Parents or carers should normally be informed (unless this would put the victim at greater risk)
      - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children’s social care
      - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.
  - Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
    - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities.
  - The government’s [information sharing advice for safeguarding practitioners](#) includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information
  - If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
  - Confidentiality is also addressed in this policy with respect to record-keeping in section 14. The Trust’s Management of Allegations of Abuse Against Staff policy provides further guidance.
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## 7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or DSD).

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

If a child is at imminent risk of significant harm/immediate danger you should consider calling the police on 999 in the first instance (for police or ambulance) and contacting children’s social care by telephoning Sheffield Safeguarding Hub on 0114 2734855 where you will be able to speak to a qualified social worker. Anyone, including parents, members of the public, schools and professionals can contact the Safeguarding Hub.

During evenings and bank holidays, calls will be responded to by the Emergency Duty Service at the Sheffield Safeguarding Hub.

On contacting the Safeguarding Hub you will be put through to a trained 'screening' social worker, who will:

- Take information from you.
- Offer advice and make a decision on how the concern will be dealt with.
- Tell you what will happen next.
- The Hub will update parents, carers and professionals of the outcome.

You must inform the DSL that a referral has been made if they have not been involved in the process to enable a comprehensive record to be made or if information needs be shared with other schools.

Full details on how to make a referral are available on the [Sheffield Children Safeguarding Partnership Child Protection and Safeguarding Procedures manual](#).

### 7.2 If a child makes a disclosure to you.

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

### **7.3 If you discover that FGM has taken place or a student is at risk of FGM.**

Keeping Children Safe in Education explains that 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 and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are outlined in [Keeping Children Safe in Education 2023](#) (page 14 section 44).

**Any teacher** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

**Any member of staff** who suspects a student is *at risk* of FGM or suspects that FGM has been carried out or discovers that a student **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures.

Local safeguarding procedures are outlined in section 7.1 of this policy.

### **7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Figure 1 (page 6) illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

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

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

### **Early Help Assessment**

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means making support available as soon as a problem emerges, at any point in a child/young person's life.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency, the school will use the early help process to identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The school is committed to working in partnership with children, parents and other agencies to:

- Identify situations in which children and/or their families would benefit from early help.
- Undertake an assessment of the need for early help, using the early help process; and
- Provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has certain health conditions.
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a family member in prison or is affected by parental offending.
- Is in family circumstances presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- has returned home to their family from care;
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- Is a privately fostered child; and
- Is persistently absent from education, including persistent absences for part of the school day.

If early help is appropriate, an advice session will be requested between the Family Intervention Service (FIS), family and school where a decision will be made about setting up an inter-agency assessment (including the completion of a family common assessment framework) as appropriate.

Staff other than those part of the safeguarding team may be required to support other agencies and professionals in undertaking an assessment, in some cases acting as the lead practitioner.

We will discuss and agree with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

## **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. For more information, see the [Sheffield Effective Challenge and Escalation Procedures](#)

## **7.5 If you have concerns about extremism.**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist related.

## **7.6 If you have a concern about mental health.**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

The process illustrated in appendix 3 'Concerns for child/young person with mental health presentation' should be followed.

If you have a mental health concern about a child that is also a safeguarding concern follow the safeguarding procedures as illustrated in figure 1 (page 6 of this policy and subsequent actions for referral to social care or Early Help as above).

Further guidance can be found in the Department for Education on [mental health and behaviour in schools](#).

## **7.7 Safeguarding concerns about a staff member, supply teacher, volunteer or contractor**

- If you have concerns about a member of staff, supply teacher, volunteer, or contractor, or an allegation is made about a member of staff, supply teacher, volunteer, or contractor, posing a risk of harm to children, speak to the Headteacher as soon as possible.
- The Headteacher will then support the staff member to follow the procedures set out in 'Responding to An Allegation' within the Trust's Management of Allegations of Abuse Against Staff policy.

It is expected that in most instances any concerns about a member of staff (including a supply teacher, volunteer, or contractor) are reported to the Headteacher.

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures. The appropriate person would then inform the LADO, as would be the case with any safeguarding allegation.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff to the Headteacher, then please see below for alternative contacts, based on the members of staff's position.

### **Headteacher**

- If the concerns/allegations are about the Headteacher they must be reported to the Chair of Governors and to a member of the Trust Core Executive Team. If the Chair of Governors and the Trust Core Executive Team are not available then it should be reported to LADO. The staff member should continue to seek to inform the Chair of Governors and a member of the Trust Core Executive Team.
- If there is a belief of a conflict of interest then the allegation should be reported to the LADO.

### **A School Governor**

- If the concerns/allegations are about a governor they must be reported to a member of the Trust Core Executive Team or to LADO if a member of the Trust Core Executive Team is not available.
- The staff member should continue to seek to inform the Trust Core Executive Team.
- If there is a belief of a conflict of interest then the allegation should be reported to LADO.

### **A Trust Executive Member**

- A member of the Trust Core Executive Team or to LADO if a member of the Trust Core Executive Team is not available.
- The staff member should continue to seek to inform the Trust Core Executive Team.
- If there is a belief of a conflict of interest then the allegation should be reported to LADO.

### **A Trust Core Executive Member**

- The Trust CEO or if concern is about the CEO to the Chair of Trustees or to LADO if the Chair of Trustees is not available.
- The staff member should continue to seek to inform the Chair of Trustees Team.
- If there is a belief of a conflict of interest then the allegation should be reported to LADO.

### **A Trustee**

- A member of the Trust Core Executive Team or to LADO if a member of the Trust Core Executive Team is not available.
- The staff member should continue to seek to inform the Trust Core Executive Team.
- If there is a belief of a conflict of interest then the allegation should be reported to LADO.

### **The Chair of Trustees**

- The Trust CEO or LADO if the Trust CEO is not available.
- The staff member should continue to seek to inform the Trust CEO.
- If there is a belief of a conflict of interest then the allegation should be reported to LADO.

Further procedures and guidance for staff members are located in the Trust’s Management of Allegations of Abuse Against Staff policy provides further guidance.

### **7.8 Allegations of abuse made against other students.**

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put students in the school at risk.
- Is violent.
- Involves students being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See [Keeping Children Safe in Education 2023](#) (page 12, 32-35) for more information about child-on-child abuse.

### **Procedures for dealing with allegations of child-on-child abuse.**

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

When incidents occur in school, we collect student voice and students record details in writing on an incident form. This enables us to have accurate information, removes any potential misinterpretation and enables accurate record keeping.

## **Creating a supportive environment in school and minimising the risk of child-on-child abuse**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys.
- Ensure our curriculum helps to educate students about appropriate behaviour and consent.
- Ensure students can easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.
  - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report.
    - A member of staff may overhear a conversation.
    - A child’s behaviour might indicate that something is wrong.

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

## **7.9 Sharing of nudes and semi-nudes ('sexting')**

This is the approach school will follow based on [guidance from the UK Council for Internet Safety](#) for [all staff](#) and for [DSLs and senior leaders](#).

### **7.9.1 Your responsibilities when responding to an incident.**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL.

### **7.9.2 Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns.

This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children’s social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the students involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children’s social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.

### **7.9.3 Further review by the DSL**

If at the initial review stage, a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the students involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children’s social care and/or the police immediately.

#### **7.9.4 Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

#### **7.9.5 Referring to the police.**

If it is necessary to refer an incident to the police, this will be done through reporting via the online police portal or dialling 101.

#### **7.9.6 Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

#### **7.9.7 Curriculum coverage**

Students are taught about the issues surrounding the sharing of nudes and semi-nudes in an age-appropriate way as part of our Personal Development curriculum and computing programmes.

Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment.
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images.
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

#### **7.10 Reporting systems for our students**

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

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for students to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students.
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback.

- All staff have been briefed about how to manage a student disclosure and we acknowledge that trusted and positive student/staff relationships are key. They will then share this with the safeguarding team to procure the best possible outcome for our students.
- Our aim is always to support and reassure any student in this position. We offer empathy and understanding to students and appreciate that not being made aware of our process and what will happen next can cause them severe anxiety and additional upset.
- The safeguarding team are visible and known to students. The DSL attends the first day back assemblies so that students have a face and a name they recognise. The whole safeguarding team operate an open-door system. The safeguarding office is highlighted by directions from the notice board to the offices for students to find more easily.

## 8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. Tapton Schools' Online safety coordinator is Kathryn Tabani, Designated Safeguarding Lead.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors. Further information can be viewed in our Online safety Policy.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community. Further information regarding mobile phone use is detailed in our Behaviour Policy.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

### The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

### To meet our aims and address the risks above, we will:

- Educate students about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private
  - How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they're a witness rather than a victim.

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras as set out in our acceptable use policy.
- Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and mobile phone policies which can be found on our website.

### **8.1 Artificial intelligence (AI)**

- Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- We recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- We will treat any use of AI to access harmful content or bully students in line with our Behaviour Policy.
- Staff are expected to comply with Trust Acceptable Use policy relating to the use of AI tools.
- Personal and sensitive data should not be entered into AI tools. Any data should not be identifiable and staff should act in accordance with the Trust Data Protection policy.

### **9. Notifying parents or carers**

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed.
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

## **10. Private Fostering**

The Children Act 1989 requires parents, professionals and anyone proposing to privately foster a child under 16, to notify the local authority immediately or within 6 weeks.

Private fostering is when a child under 16 (18 if disabled) is cared for by someone other than a parent, a person with parental responsibility or a close relative, for 28 days or more (including occasional short breaks).

For more information and resources please see the Sheffield Children Safeguarding Partnership's [Private Fostering and Host Families publication](#).

### **10.1 Host families & 'Homestay'**

For information and resources please see the Sheffield Children Safeguarding Partnership's [Private Fostering and Host Families publication](#).

## **11. Students with special educational needs, disabilities or health issues**

We recognise that students with SEND or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support for these students. Our teaching assistants are allocated as key workers to support students with SEN and help them to overcome any communication barriers they face.

Any abuse involving students with SEND will require close liaison with the DSL (or deputy) and the SENCO.

## **12. Students with a social worker**

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **13. Looked-after and previously looked-after children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads.

We have appointed a designated teacher (see contact details on page 65) who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how student premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

### **14. Complaints and concerns about school safeguarding policies**

#### **14.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures which are outlined in the Trust's Management of Allegations of Abuse Against Staff policy.

#### **14.2 Other complaints**

All other complaints should be dealt with in accordance with the Trust's complaint's policy which is available on the school website.

#### **14.3 Whistleblowing**

The Trust's [Whistleblowing policy](#) provides information and guidance in relation to concerns about the way our school safeguards students, including poor or unsafe practice, or potential failures can be reported.

## 15. Record-keeping

All safeguarding files are managed using a secure electronic case management system called CPOMS.

We will hold records in line with our Data Protection Policy, Retention Policy and the [SCSP Guidance – Secure Storage of Safeguarding Files & Access Requests](#)

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

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

Concerns and referrals will be kept in a separate child protection file for each child.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained in line with our retention policy

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main student file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

- The Trust's Recruitment Policy sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- The Trusts Management of Allegations of Abuse Against Staff policy sets out our policy on record-keeping with respect to allegations of abuse made against staff

## 16. Training

### 16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.
- Be in line with advice from the 3 safeguarding partners.
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
- Have regard to the Teachers' Standards to support the expectation that all teachers:
  - Manage behaviour effectively to ensure a good and safe environment.
  - Have a clear understanding of the needs of all students.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

## **16.2 The DSL, DDSI and DSD's**

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will undertake child protection and safeguarding training on an annual basis.

We have an inclusion team who are also trained to advanced safeguarding level.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

## **16.3 Governors and Trustees**

All governors and Trustees receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge.
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

## **16.4 Recruitment – interview panels**

At least one person conducting any interview for any post will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

### **16.5 Staff who have contact with students and families.**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues. This would initially be via line manager who may refer onto other internal or external support required.

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

## Appendix I: types of abuse

**Abuse**, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

**Appendix 2**

**SAFEGUARDING/CHILD PROTECTION FORM**

Please read the school's Child Protection & Safeguarding policy and procedures. A copy of the policy is located on school website.

This form should be used if you do not have a CPOMS account or the CPOMS system is unavailable.

**DSL: Kathryn Tabani**

**DDSL: Esther Jackson**

**DSDs:**

**Munna Mohammed**

**Lucy Mitchell (Sixth Form)**

**Rachel Moorwood (Sixth Form)**

<b>Name of student:</b>	<b>Year:</b>
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**What are you concerned about? Why do you have these concerns?**

**Initial action taken - include details of all conversations and who they are with.**

**In what capacity have you had any contact with the child/young person?**

**Notification to Safeguarding Team:**

Date:
Time:
Name of person making report: _____
Signature of person making report: _____
Position in school: _____

**Are other children at risk or aware of this disclosure/allegation? Give details**

**Any additional information/comments:**

Do you know of any other agencies that have worked/are working with the student? – E.g. Social Care, contact names?

<b>Summary of action taken by the Safeguarding Manager</b>	<b>Yes</b>	<b>No</b>
DSL contacted?		
Parents/carers contacted? *		
Police/Social Services contacted?		
Additional School procedure followed? (Specify below)		

Appendix 3

If you have concerns for a young person presenting with mental health:

