

TANKERSLEY ST PETERS C of E (A) PRIMARY SCHOOL

CHILD PROTECTION AND SAFEGUARDING POLICY



“A love of learning in a Christian environment”

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated July 2023

Next review September 2024

IMPORTANT CONTACTS

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	MRS VICKY HARRISON	v.harrison@tankersley.sp.org.uk Tel: 01226 742357
Deputy DSLs (DSL DEPUTIES)	MRS MELANIE HARTLEY MISS L JOHNSTON	l.johnston@Tankersley.sp.org.uk / m.hartley@Tankersley.sp.org.uk Tel: 01226742357
Local authority designated officer (LADO)	RUTH HOLMES	01226772341
Chair of governors	COL. GEORGE KILBURN	Tel: 01226 742357
Linked governor for safeguarding	Mrs Jane Morton Mrs Kayleigh bell	01226 742357
Channel helpline		020 7340 7264
MASH Social Care Screening team - BMBC		01226 772423
PREVENT officer	RAY POWELL	raypowell@barnsley.gov.uk
Mental Health Support team (Compass)		01904 666371
LAC children – Virtual schools		virtualschool@barnsley.gov.uk

1. Legislation and statutory guidance used in this Policy

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 \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- [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 particular 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 pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils. 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 pupil outcomes. Some pupils 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
- › This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

2. Terminology used in this Policy

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
- › Acting 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 1 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 1 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)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

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.

3. Equality statement

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
- 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
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carers has expressed an intention to remove them from school to be home educated

4. Roles and responsibilities

Safeguarding statement

"Tankersley St Peters C of E Primary School is committed to safeguarding and promoting the welfare of children and expects all governors, staff, volunteers and visitors to share this commitment. We ensure that children are effectively safeguarded from the potential risk of harm, and that their safety is of the highest priority in all aspects of the school's work.

Our overall aim is that staff, children, parents, visitors and governors feel able to articulate and report any safeguarding concerns comfortably, safe in the knowledge that effective action will be taken as appropriate. Our approach is child-centered and in the best interests of the child."

“Safeguarding is Everyone’s Responsibility.”

Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 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 pupils 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. Roles and responsibilities

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff

Staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE).

Staff who work directly with children are also expected to read annex B of KCSIE (about specific safeguarding issues).

All staff will:

- Read and understand part 1 and annex B of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- 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 pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and , the behaviour policy, and the safeguarding response to children who go missing from education
- The early help assessment process 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

The designated safeguarding lead (DSL) and Deputy DSL leads

The DSL is a member of the senior leadership team. Our DSL at Tankersley St Peters St Peters Primary School is

- **Mrs Vicky Harrison (also the headteacher.)**

The DSL takes lead responsibility for child protection and wider safeguarding in the school. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Or by email out of term time. The designated Safeguarding lead can be contacted out of school hours by email at v.harrison@tankersleysp.org.uk

When the DSL is absent, the deputy designated safeguarding leads will cover the duties of this role

- **Miss Lorna Johnston (also the Deputy Head) and Mrs. Melanie Hartley (also SENCO and EYFS lead)**

If the DSL and DSL DEPUTIES are not available, the deputy head in KS1 Mrs. **Sarah Chadburn** will act as cover

The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection. Whilst the activities listed below can be delegated to appropriately trained deputy safeguarding leads, the ultimate lead responsibility should not be delegated.

During school hours, in term time, the DSL or DSL DEPUTIES should always be available. Ideally this should be in person but in certain circumstances they may be available by phone.

General responsibility of DSL

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
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- 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:

- 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

Raising Awareness/Policies

The DSL / DSL DEPUTIES should:

- Ensure the school safeguarding / child protection policy and procedures are known, understood and used appropriately
- Ensure the policy is reviewed annually, the procedures are reviewed and updated regularly and work with the governing body with regard to this.
- Ensure the policy is available publicly and that parents are aware that referrals to social services may be made
- Link with Barnsley Safeguarding Children's Partnership [for training opportunities and latest local policy / updates.
- Ensure that staff working directly with children read at least Part one of KCSIE
- A nominated Governor for Safeguarding is in place who can also provide a link to the local authority, other partners, and agencies
- An appointed teacher who is responsible for looked after children is in place who understands his/her safeguarding responsibilities.

Managing Referrals

The DSL/DSL DEPUTIES should:

- Refer cases of suspected abuse to Social Services.
- Refer cases to the Channel programme where there is a radicalisation concern
- Refer cases where a person is dismissed or left due to risk / harm to Disclosure and Barring Service
- Refer cases where a crime may have been committed to the police Working with others
- Liaise with the Headteacher regarding any issues of ongoing concern
- Liaise with 'case managers' and designated officers at the local authority for child protection / safeguarding concerns which involve a staff member

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral with relevant agencies
- Act as a source of support, expertise and advice to staff
- Ensure a child's safeguarding CP file / information is transferred to a new school as soon as possible. This should be transferred separately to the main file and a receipt should be obtained.
- Important policies linked to this policy, such as those for behaviour, bullying, online safety, safer recruitment etc. are kept up to date
- Safeguarding and child protection training for staff and governors is provided regularly as required (and in any case at least annually)
- Children are taught about safeguarding, including on line and sex, relationship, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- All staff are made aware of Tankersley's Whistle Blowing policy
- We will ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated and at least annual.

Training

The DSL/DSL DEPUTIES should:

- Attend Initial Advanced Safeguarding Training which should be updated every two years
- Attend Prevent Training and FGM training
- Refresh knowledge and skills regularly e.g. via e-bulletins, meeting other professionals and reading up to date legislation so that they understand the Early Help process
- Have a working knowledge of how the local authority conducts child protection case conferences and reviews and contribute towards these
- Are able to ensure each staff member understands the child protection / safeguarding policy and procedures
- Are alert to specific needs of children in need, those with SEN, disability and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regard to the prevent duty
- Obtain access to resources and attend relevant training
- Encourage a culture of listening to children and taking account of their wishes and feelings in any measures put into place to protect them

The governing body

The 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
- 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 or not 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

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety.

6. Confidentiality

At Tankersley St Peters we have a robust Data Protection and Confidentiality policy. However, fears about sharing information must NEVER stand in the way of the need to promote the welfare, and protect the safety, of children or to prevent sharing information with the 3 safeguarding partners and other agencies as required.

The school recognises that:

- Timely information sharing is essential to effective safeguarding
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the Data Protection Act 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
- 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 DSLs in school
- Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff
- 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

7. How to report a safeguarding concern and abuse.

Staff, volunteers and governors **must** follow the procedures set out below in taking action against abuse or alleged abuse of a child and/or cause for concern for a child.

Please also see Local procedures in Appendix 3 of this policy which Set out local BMBC procedures for making a referral, as per the arrangements put in place by the 3 local safeguarding partners.

You can also follow this link to the GOV.UK webpage for reporting child abuse to the BMBC local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

At Tankersley St Peters we use the CPOMS system to record all safeguarding concerns and incidents.

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

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to social care (and if appropriate the police) is made immediately. Please see Figure 1 below

You **must** make a referral to the police **immediately** by calling 999 or 101 and follow up with social care if you believe a child is suffering or likely to suffer from harm, or in immediate danger.

Anyone can make a referral. Tell the DSL as soon as possible if you make a referral directly.

Please see additional information in Appendix 3 of the policy regarding managing allegations made against or concerns raised against teachers, including supply teachers, other staff, volunteers and contractors.

Important numbers to keep available

- **Police – 999 emergency or call 101**
- **MASH and Social Care Screening Team 01226 772423 Emergency Duty Team (after 5pm) 01226 787789**
- **EWO 01226 773545**
- **Barnsley Safeguarding Hub 01226 772400**
- **NSPCC helpline on 0808 800 5000**
- **Local Authority Designated Officer (LADO) - Ruth Holmes 01226 772341**

Figure 1 - Tankersley St Peters St Peters Procedure if you have concerns about a child's welfare

If a child discloses 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

If you have a cause for concern about a child or a safeguarding concern in school.

Speak to a member of the Designated Safeguarding Lead (DSL) Team in school immediately

Your DSL at Tankersley St Peters are:-

Vicky Harrison Headteacher – Designated Safeguarding Lead

Melanie Hartley -SENCO – Deputy Designated Safeguarding Lead

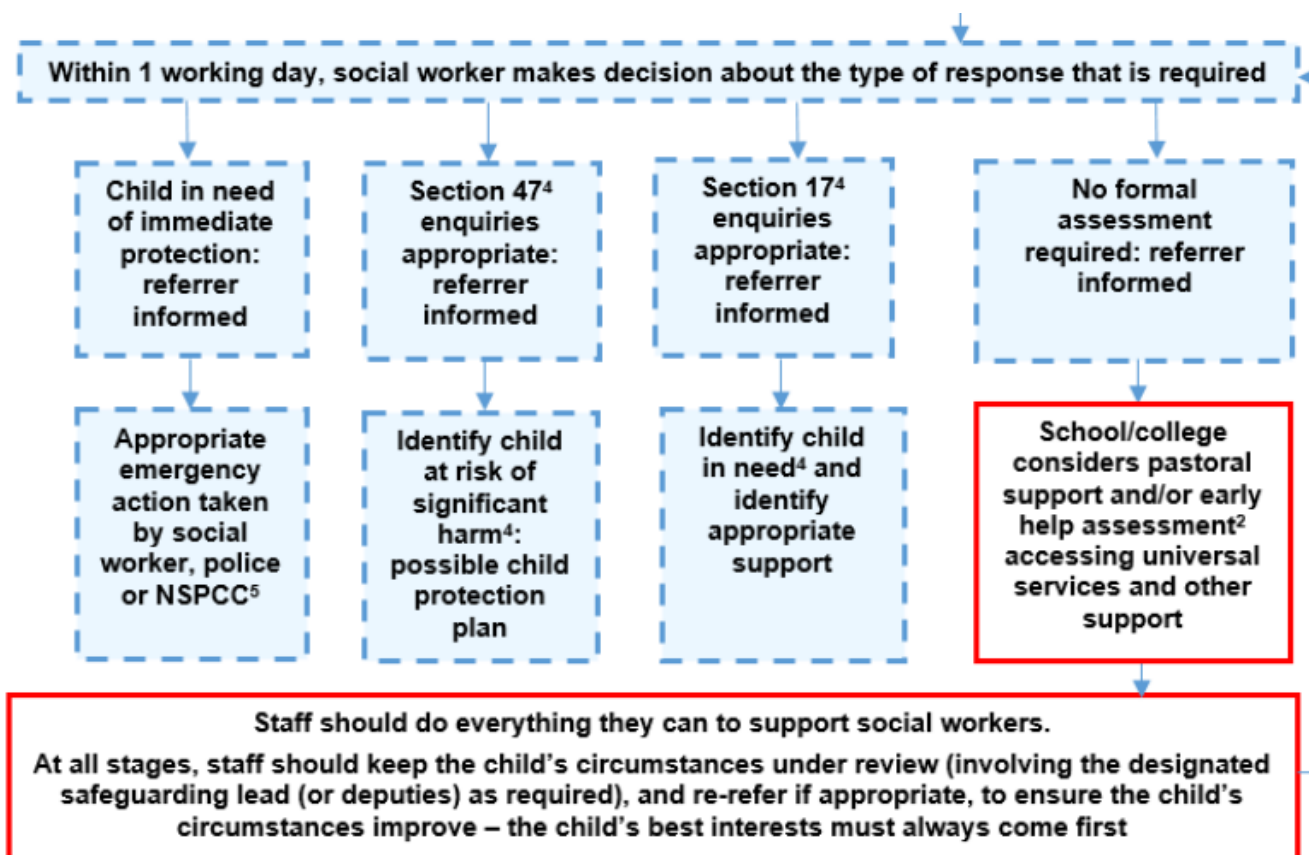
Lorna Johnston – Deputy Head – Deputy Designated Safeguarding Lead

You must record the concern immediately on CPOMS.

This is the school system for safeguarding management. Keep the information factual (avoid opinion.) AND add any immediate actions taken

DSL will refer immediately to the POLICE and SOCIAL CARE if the child is in danger or potential danger.

If not, school support/ Early Help / Nurture or other intervention may be put in place by the DSL



Action – What to do if you discover that FGM has taken place or a pupil 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 pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher or member of staff 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 by ringing 101. 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 by the police, 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 **pupil 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 pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine children.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

Action - What to do if a child makes an allegation against a member of staff, including supply agency staff.

The person receiving the allegation will immediately inform the Headteacher who will investigate the claims and take the appropriate actions. If the allegation is against the Headteacher, the Chair of Governors must immediately be informed; as per the whistle blowing policy.

The Headteacher or Chair of the local Governing body should inform the Local Authority Designated Officer (LADO) immediately of all allegations made against members of staff, including supply staff and volunteers (KCSIE 2121, paragraph 74 / Part 4 of document) so that they can agree a course of action: **Local Authority Designated Officer (LADO): Ruth Holmes**

Please see Appendix 3 for further information on dealing with allegations of abuse against staff

Action – What to do if you have a cause for concern about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

It is vital that all causes for concern or safeguarding issues regarding a child are reported immediately. All concerns must be logged using the school 's secure Child Protection Online Management System (CPOMS) All children in school are registered on this portal including key contact details.

All staff in school have a CPOMS log in to report concerns and incidents involving a child. The CPOMS system will automatically alert the Designated safeguarding lead and deputy leads in school when a concern or incident has been logged. All staff must assign the Head Teacher to the incident. **Staff should never rely on CPOMS for an urgent safeguarding concern. This must be reported directly to the DSL /DSL DEPUTIES as stated above** and then logged as a concern or incident on CPOMS

When staff members cannot access CPOMS or in the case of midday supervisors and volunteers, a **Cause for Concern Form** should be used. Copies of these can be found in the red wall file in the staffroom. The form **MUST** then be given immediately to the DSL or deputy DSL in school.

Whether recording the information on CPOMS or using the paper Concern form, information must include the pupil's name, class, any relevant dates, any other people who were present, details of the concern, any information disclosed and any actions taken. The record should be dated, with time of the incident / discussion and the time at which it was written included. It should also have the name of the person making the record and a signature (paper version). Paper records should be passed immediately to the DSL or DSL DEPUTIES

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.

Referrals to agencies outside school

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral. However, if the DSL is not available, all staff CAN phone this through to the appropriate agency.

If there is a situation where you have to make a referral directly you must tell the DSL as soon as possible.

The local authority will decide 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. (See Figure 1)

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.

Please see Appendix 3 for further details about BMBC referrals.

Action – What to do if you have concerns about extremism / child at risk of being radicalised

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 Department for Education 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 pupil. You can also email 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

See Appendix 4 for further information about dealing with Radicalisation

Action – What to do if you have a mental health concern

Mental Health is explicitly included in the definition of safeguarding, which now includes *“preventing impairment of children mental and physical health or development”*

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. Only trained professionals should make a diagnosis of mental health problems but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one. Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact and it is key that staff are aware of how these experiences can affect pupil's mental health, behaviour and education.

Staff will act immediately on any mental health concerns that are also at risk of becoming safeguarding concerns, following the school's child protection and safeguarding policy.

Staff at Tankersley St Peters St Peters must be alert to behavioral 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 for a pupil that is **not** also a safeguarding concern, speak to the DSL and log the concern on CPOMS. The DSL will agree a course of action. This may include nurture support in school. a referral to Mental health specialist team within Barnsley e.g. CAMHS, TADS – Therapy for Anxiety and Depression or Compass

At Tankersley St Peters St Peters we aim to nurture our children through our school vision and aims. We have a strong PHSE and Relationships education and health- RSE education through our 1decision PSHE scheme.

Action – What to do if you have a concern about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate. If you have a concern regarding the HT, you need to follow procedures in the whistle blowing policy and inform the chair of governors.

All schools, continue with:

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

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, informing the LADO, as you would with any safeguarding allegation.

Early years providers, add:

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

Action - What to do if there has been an allegation of abuse made by a child against another child – Child on child abuse

We recognise that children are capable of abusing 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 children. Our overall school aim of Respect for others and tolerance underpins our ethos and we teach children that respect for one another is paramount.

We also are aware that Technology is a significant component in many safeguarding and wellbeing issues and children are at risk of online abuse as well as face to face

Staff are aware that some groups are potentially more at risk; evidence shows that girls, children with SEND and LGBTQ+ children are at greater risk. We also recognise the gendered nature of child-on-child abuse. However, all child-on child abuse is unacceptable and will be taken seriously.

At Tankersley St Peters St Peters we are committed to assessing the needs of both the victim and the perpetrator(s) of child on child abuse. To support our children in child on child Abuse, we follow the 1Decision PSHE Scheme of Work. Throughout FS2-Y6, this provides sessions relating to healthy relationships and sensitively deals with the idea of consent in age-appropriate ways.

Most cases of children hurting other children 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 children in the school at risk
- Is violent
- Involves children being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes.)

See further information in the policy in Annex 4 about child-on-child abuse.

Procedures for dealing with allegations of child on child abuse

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

- You must record the allegation and tell the DSL.
- 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
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- The DSL will ensure that the PSHE and RSE curriculum supports any concerns relating to peer on peer abuse which may be a specific issue in school (e.g. online chat groups.)

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

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

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems. That they know there are trusted adults in school, who will help them.
- 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 pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing 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, taking into account 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

[See Appendix 4 for further information on dealing with Child on child abuse](#)

Action – What to do if a child has shared inappropriate pictures online -nudes and semi-nudes (‘sexting’)

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 pupil 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 pupil to delete it

- Ask the pupil(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 pupil(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 pupil(s) that they will receive support and help from the DSL.

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 pupil(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 pupils 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 pupils 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 pupil in the images or videos is under 13
- The DSL has reason to believe a pupil 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.

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 pupils involved (if appropriate).

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

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 pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through calling 101 or 999 where appropriate.

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.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our 1 decision and work with compass bee 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

Pupils 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 pupils so they are aware of the processes the school will follow in the event of an incident

Procedures for DSLs following notification of safeguarding concerns and managing allegations of abuse

What to do when a member of staff relays a suspicion that a pupil may be at risk.

- Ensure there is an appropriate written record of the incident on CPOMS or a CP incident form
- If the child is already known to be on a Child Protection Plan (CP) or is a Child in Need (CIN), then we should be aware of their current situation (e.g. who the Lead Professional and key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker.
- If the child is not on a CP plan, the DSL and DSL DEPUTIES will use their professional judgement in deciding on a course of action. Options include monitoring the situation, speaking to parents/carers, referring to Social Services, referring to other appropriate agencies, such as those offering early help. **All actions must be recorded in CPOMS**
- The DSL/ DSL DEPUTIES will also record all contacts with external agencies in CPOMS linked to the actions

What to do when a pupil alleges abuse / makes a disclosure to a member of staff

Any allegation made will need to be investigated by one of the statutory agencies.

- Ensure a trusted adult stays with the child
- The DSL/DSL DEPUTIES will make a referral to Social Care as soon as possible. This will be recorded on CPOMS and a timeline of actions logged.
- To make the referral, the following information will be needed:
- Details of child - name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility.
- Details of the concern recorded by the adult- description of injuries/circumstances that are causing concern, details of any explanation or comment from the child or carer.
- Any further background information on the child from CPOMS. If the child is known to be on a Child In Need / Child Protection plan, then the DSL/DSL DEPUTIES will contact the appropriate key work

Support for our children in Safeguarding

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 children feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will ensure:

- That children know they will be listened to if they have a concern.
- Ensure children are educated about how to keep safe from all types of abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for children
- Make it clear to children that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Children will know how to stay safe in a wider context including online and how to share their concerns through our PSHE (1decision) and RSE curriculum
- Children will be taught about appropriate touching and consent as part of the curriculum

8. Online safety and the use of mobile technology Use of Mobile phones and cameras / Photographing and videoing children

Please see our additional policies on [Online Safety](#) and use of [mobile phones](#).

Our early years policy also covers the use of mobile phones **and cameras** in your child protection and safeguarding policy (as per paragraph 3.4 of the [Statutory framework for the Early Years Foundation Stage](#))

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.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of children, staff, volunteers and governors
- 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
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- All staff are aware of our filtering and monitoring systems and who has responsibilities.

The 4 key categories of risk online and in use of mobile phone technology

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, anti-Semitism, 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 children about online safety as part of our curriculum using our 1decision scheme and CEOP website. This includes:

- 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 children are encouraged to do so, including where they are a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training 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, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when children are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with children.
 - Staff will not take pictures or recordings of children on their personal phones or cameras
 - Make all children, 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 member of staff or pupil is in breach of our policies on the acceptable use of the internet and mobile phones
 - Make sure all staff, children and parents/carers are aware that staff have the power to search children's 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 and network (see Appendix 6)
 - Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order 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

Staff will not take pictures or recordings of children on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. At Tankersley St Peter's C of E Primary School, we have robust policies on use of media where children are concerned and hold a MEDIA LOG for this purpose.

We understand that parents like to take photos of or video record their children at school events. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, we do expect parents to be responsible and not take photographs or moving images of other people's children or upload them to social networking sites.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film children during a school activity if consent has not been given by parents on our media log. We will not allow images of children to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. On our MEDIA LOG in school we identify which children have or have not been given permission for the different types of online media.

All staff, volunteers and peripatetic teacher are not allowed to take photos of children using their personal mobile phones. This applies in school or on school trips. School cameras and iPad can be used providing the pupil has appropriate media consent and the IPAD is school password protected.

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. Children with special educational needs, disabilities or health issues

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges both on and offline. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation or bullying than other children.
- The potential for children with SEN and disabilities or medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in overcoming these barriers.

- Difficulties regarding cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We are mindful of these additional challenges, and where required, will provide extra pastoral support for children with SEN and disabilities. Staff need to be aware of the additional challenges faced by those with SEN or disabilities.

Any reports of abuse involving children with SEND will involve close liaison with the designated safeguarding lead (or deputy) and the SENDCo. We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

11. Children with a social worker

Children 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 pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil'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

12. Looked-after and previously looked-after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We are also aware that a previously looked-after child potentially remains vulnerable and this requires staff to have the skills, knowledge and understanding to keep them safe. We understand that all agencies must work together and take prompt action on concerns to safeguard these children, who are a particularly vulnerable group. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed.

Section 4 to 6 of the Children and Social Work Act 2017 states designated teachers will have the responsibility for promoting the educational achievement of those who have left care. The virtual school head at the local authority manages the pupil premium plus grant for looked-after children. The designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of the looked-after children in the school and meet the needs identified in each child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked-after children. Statutory guidance on promoting the education of looked-after children contains further information on the roles and responsibilities of virtual school heads.

We have appointed a designated teacher, **Mrs Vicky Harrison (DSL/ Headteacher)** 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:

- ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school head to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can

be best used to support looked-after children and meet the needs identified in their personal education plans

Children who are lesbian, gay, bisexual or trans (LGBT+)

We recognise that the experience of children who are LGBT+ can be complex and they require additional support from school to ensure they are safe. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavor to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory curriculum and we reference this throughout our RSE and PHSE curriculum.

13. Complaints and concerns about school safeguarding policies

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 2).

Other complaints

For other complaints linked to safeguarding e.g. premises – the school complaints policy and procedures should be followed

Whistleblowing – concerns about school safeguarding or an adult in school.

Please see separate Whistle-Blowing policy which outline these procedures.

Whistleblowing is when someone raises a concern about the organisation they work for. It is different to a complaint or a grievance. Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our Whistleblowing policy. Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount and this should be the most important consideration. All concerns about adults in school should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to social care or the police if they believe direct reporting is necessary to secure action.

What to do if you want to raise a concern about the school practice with regard to safeguarding children:

- Raise your concern internally with your line manager/ headteacher
- If this is not possible, raise your concern with one of the specified people in the whistleblowing policy
- If you have raised your concern, but feel the matter has not been dealt with appropriately, refer to the Whistleblowing Policy and follow the procedure outlined
- In some cases your identity can be kept confidential, but this may not always be the case as it may limit an investigation

14. Record Keeping and confidentiality

Our school is clear about the need to record any concerns held about a child or children within our school; the status of such records and when these records should be passed on to other agencies.

Child Protection files are kept securely by the DSL and all records, reports and minutes of case conference agencies are filed in chronological order. This information is **confidential** and is only shared when appropriate with the relevant professionals and agencies.

From September 2019, all child protection and safeguarding concerns are stored securely in CPOMS

In the event of a child transferring to another school, all the child's safeguarding records stored in CPOMS are sent to the DSL of the receiving school under a CONFIDENTIAL heading. CPOMS records are sent electronically. If the school does not have CPOMS, we use EGRESS secure email.

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 CPOMS portal child protection file for each child.

Any non-confidential records will be readily accessible and available. 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 for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

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 promptly and securely, and separately from the main pupil file. 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.

Appendix 2 sets out our policy on record-keeping with respect to allegations of abuse made against staff

15. Training

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
- 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 children

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.

The DSL and DSL deputies

The DSL and DSL deputies will undertake child protection and safeguarding training at least every 2 years.

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.

Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

At least one person conducting any interview for any post at the school 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.

Staff who have contact with children 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.

16. Visitors and Volunteers

Checking the identity and suitability of visitors

All visitors and volunteers welcomed into Tankersley St Peters are asked to sign in and out of school when they arrive and leave the premises. They will be given a visitor's lanyards

- Red lanyards are given to those with a current DBS certificate
- Rainbow lanyard for those visitors who do not have a current DBS Certificate – these adults MUST be accompanied in school

All visitors will be required to verify their identity and to secure their belongings, including their mobile phone(s), during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using the electronic system and wear a visitor's badge.

Visitors who are employed by BMB who are visiting for a professional purpose, such as social workers, educational psychologists and school improvement officers, will be asked to show photo ID and

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children or staff.

17. Non-collection of children

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

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

A full written report of the incident and outcome must be recorded on CPOMs.

18. Missing children

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contact parents/carers initially – contact information on school SIMS
- All available staff will search for the child around the school building area of the school
- The police will be contacted immediately on 999
- The incident and follow up actions will be recorded on our CPOMS
- The DSL will follow up incidents and implement actions where a child has gone missing from school: Follow up will include:
 - The DSL will feedback and review the incident and actions with child's family.
 - The DSL will set up a risk assessment if necessary for the child and ensure this is shared with staff and parents
 - The DSL Put in place EH plan if needed
 - Contact Social Care if needed.
- The DSL will review other school risk assessments linked to the incident where necessary and make adaptations

19. Access around school premises

School gates and fencing around school is secure. External green gates are locked at all times during the school day to safeguard our children. The school caretaker has responsibility for opening and locking gates in the morning and evening.

At home time the office administrator opens and locks the school gate

The EYFS gate is on a timer for the beginning and end of the school day and this is checked by the caretaker. The EYFS lead is responsible for the EYFS gate keys. (See EYFS risk assessment documents).

All external doors around school and key internal doors leading from one part of school to another have coded access. This is to ensure the safety of all children in and around the school. Doors will remain closed at all times to safeguarding our children,

All staff working within the school have these key codes. These will never be shared with children.

If adults are required to be in a one to one setting with a child / young person the adult should consider how this can be managed effectively i.e. leaving a door open, using a room that has a window in the door, position yourself within sight of the door and consider if this is really necessary.

20. Outside Agencies

As a school, we have close contacts with Barnsley's Safeguarding Children Board, School Health Service, Social Care, and the Police, any or all of whom may become involved if abuse is suspected or alleged.

The school will collate basic information including the identification of those adult(s) who have parental responsibility for a child, and pass this information to the relevant agencies if so requested. In the event of an investigation into possible child abuse, the school has a duty to and will co-operate with the investigating agencies to the best of their ability to promote the welfare of the child.

Whilst the school will always attempt to work in partnership with parents, and try to ensure that parents are fully informed of, and participate in, any action concerning their child, if there is a conflict of interest; the welfare of the child will be the paramount consideration. When children transfer to another school and there is outside agency involvement, the case worker will be contacted by the DSL and informed.

21. General Data Protection Regulations (GDPR) and Information Sharing

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 the most recent version of Keeping Children Safe in Education (2018) and 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.

"The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children" (KCSIE 2018 para 110)

All child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSLs (depending on who is the subject of the concern). The DSLs will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Following a number of cases nationally where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that **any** member of staff can contact

social care if they are concerned about a child.

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 GDPR should not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping (see this section) and allegations of abuse against staff in appendix 3

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Tankersley St Peters C of E Primary school uses a password protected CPOMS management system to record ANY cause for concern linked to a child's safety and as outlined in the policy - information on vulnerable children and any attached information will be password protected within CPOMS.

The DSL/DSL DEPUTIES leads as outlined in this policy will receive ALL alerts and have full access to the system and information. This has a two-factor level of access and is password protected.

22. Curriculum for safeguarding

We ensure that our curriculum deals with safeguarding through our PSHE, computing and online safety learning that equip our children with the necessary skills and awareness to safeguard them and to reduce risk across many topics and themes. We also discuss these issues during whole school and class assemblies.

In Sept 2019, our school introduced the **'1Decision' PSHE scheme** to all classes from FS2 to Y6. 1Decision is a comprehensive PSHE scheme of work and covers topics such as relationships and on-line safety. The scheme units have videos where the children have to make different choices,. This is particularly important when teaching our children about the safe use of the internet. As schools increasingly work online, it is essential that our children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as viewing age inappropriate content which can be upsetting or harmful. Exposure to child sexual exploitation, radicalisation and sexual predation are also immediate dangers for children online. The Computer lead/ online-safety coordinator ensures an appropriate and current curriculum is in place through Purple Mash and the 1decision units linked to online safety

At Tankersley St Peters St Peters - we have ensured that appropriate filters and monitoring systems are in place to manage the online content available to children, who can contact our children and the personal conduct of our children online. We currently use 'smoothwall' filter system to help protect children from accessing inappropriate content on the internet and to alert staff where there is a potential or actual safeguarding risk relating to online activity.

Anti-bullying

As part of our curriculum Tankersley St Peters is committed to developing an anti-bullying culture where the bullying of children, young people and adults is not tolerated in any form. This included educating children about the harmful effects of bullying.

For comprehensive information on our approach to this see our separate Anti-Bullying Policy.

23. Monitoring arrangements

This policy is an effective Child Protection policy. It has been developed by building on our own best practice and that of other educational networks, and in consultation with Governors and staff.

This policy has been further developed in line with information from the Department for Education statutory guidance for schools and colleges - Keeping Children Safe in Education

This policy will be reviewed annually by our designated safeguarding lead and deputies. At every review, it will be approved by the full governing board.

This agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Tankersley St Peters St Peter's C of E (A) Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures.

24. Additional Documentation and linked Policy

In addition to this policy, all staff must have read, understood and signed to confirm understanding of the following relevant policies:

- Keeping Children Safe in Education
- Whistleblowing policy
- Code of Conduct for Employees
- Data Protection Policy
- Health and Safety Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Equality Policy
- Curriculum Policy
- PSHE and RSE Policy
- Online safety
- Behaviour Policy
- Complaints policy
- Attendance Policy
- Privacy notices

Appendix 1 Types of abuse

School staff should be aware that abuse, neglect and safeguarding issues will rarely be standalone events covered by one definition. In most cases multiple issues will overlap.

General Definition

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

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

Physical abuse

Is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

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

Sexual abuse

Is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

Neglect

Is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to

ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware of the indicators of abuse and neglect, and that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSL(s), need to be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms).

Bullying and forms of bullying on- and off-line including prejudice based and cyber bullying is also abusive and will include at least one or more, of the defined categories of abuse above. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Recognising signs of child abuse

Although these signs do not necessarily indicate that a child has been abused, they may help us recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

Signs of Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern. The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched

Signs of Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children. Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play

- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

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

It is recognised that there is underreporting of sexual abuse with in the family. All staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously. The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

Sexual violence, sexual abuse and sexual harassment

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school.

For the purposes of this policy, "consent" is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. Such behaviour would constitute to harmful sexual behaviour (HSB). The age of consent is 16.

Sexual violence refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos
 - Sharing unwanted explicit content
 - Upskirting
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including on social media
 - Sexual exploitation, coercion, and threats.
 -

For the purposes of this policy, 'upskirting' refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the "consensual and non-consensual sharing of nude and semi-nude images and/or videos", colloquially known as "sexting", is defined as the sharing between pupils of

sexually explicit content, including indecent imagery. For the purposes of this policy, “indecent imagery” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually

Appendix 2: safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are ‘protected’, so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders
- Will ask for the following information:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales

Applicants will sign a declaration confirming the information they have provided is true

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them

- Explore all potential concerns
- Any relevant overseas information

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

- When interviewing candidates, we will:
- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

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, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities

- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - For all staff, including teaching and management positions: [criminal records checks for overseas applicants](#)
 - For teaching and management positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

** Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.*

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made. We will also ensure we have next of kin information for agency staff on site.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise children on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Disqualification under the Childcare Act 2006

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 2021 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 children, and if there are concerns about that, the school should be told.

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

Appendix 3: allegations of abuse made against staff

Allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO). We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the

earliest opportunity. Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

- If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.
- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:
- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it
-

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file). For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened. We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations. Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

6.2 Concerns that do not meet the harm threshold

- This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above. Concerns may arise through, for example:
- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

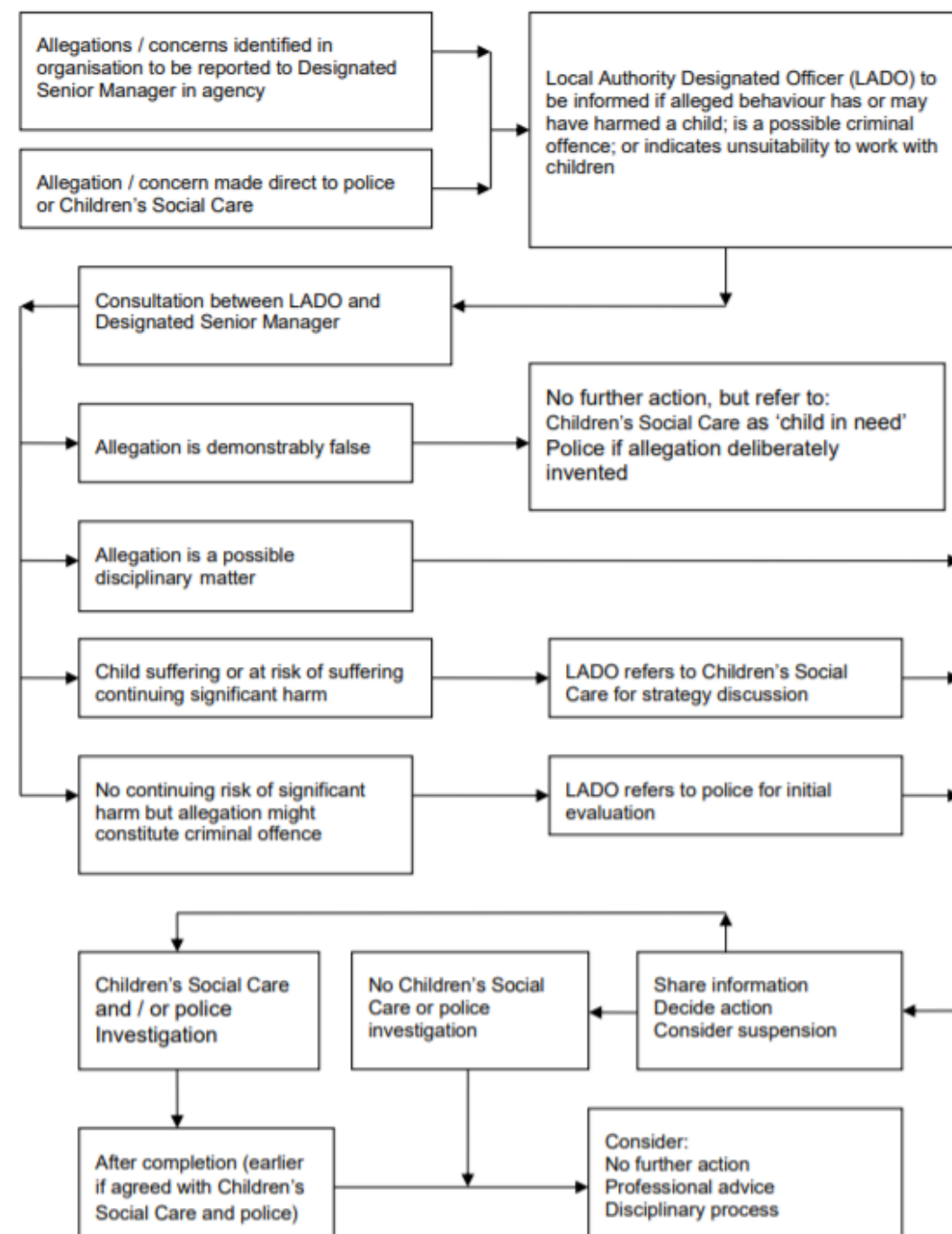
Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

ACTION BY SENIOR MANAGER & LA DESIGNATED OFFICER



Appendix 4: Specific safeguarding issues and further advice

(linked to Part 4 of KCSIE)

Child-on Child abuse

Child-on Child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online. All staff should be aware that children can abuse other children (referred to as peer on peer Abuse). They should understand that even if there are no reports it does not mean that it is not happening and that it can happen inside and out of school. Any concerns of this nature should be immediately referred to the Safeguarding Lead (DSL) and taken seriously.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

It should be understood that children who harm others may have additional or complex needs e.g.: Significant disruption in their own lives, trauma, exposure to domestic violence, educational under-achievement or involvement in crime

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

The main points to consider are that

At Tankersley St Peters St Peters, staff will always challenge inappropriate behaviour between peers that are abusive in nature. They must never downplay certain behaviours or think of sexual harassment as 'just banter' 'having a laugh' or 'part of growing up'. This is dangerous and could lead to a culture of normalising abuse leading to children accepting it.

We will:

- Always take action via the DSL for any incidents of child-on-child abuse
- Take ALL complaints seriously
- Record all incidents and all action taken on the school CPOMS system
- Engage with parents where necessary to reach solutions for victims and perpetrators (e.g. with online abuse)
- Make a referral to the Police or Social Care where needed
- Engage with multi-agency assessments and meetings

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including online
- Ensuring our curriculum helps to educate children about appropriate behaviour and consent in 1 decision.
- Ensuring children know they can talk to staff confidentially and time is allocated for this.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

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

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

Staff should be aware of the importance of:

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

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Carrying knives/offensive Weapons & Gang Culture

Children bringing and carrying a knife/offensive weapon onto Tankersley St Peters' premises is a criminal offence and immediate action will be taken by calling the police. The guidance on 'Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018' will be consulted and we will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority.

Child criminal exploitation (including county lines)

Children and young people involved with gangs and criminal exploitation need help and support. This can include those involved in serious violent crime. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

For the purposes of this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal line'. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Signs which may indicate criminal exploitation:

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

More specific indicators that a pupil may be involved in county lines include:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owning a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

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

Child sexual exploitation (CSE)

CSE is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. We recognise this is relevant to both boys and girls. Risk factors may include:

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

All suspected or actual cases of CSE/CRE are a safeguarding concern in which child protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they should refer to the Designated Safeguarding Lead/s within the school.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. We recognise that a children can be a victim of domestic abuse without being physically hurt. They are a victim of domestic abuse if they are an observer. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Older children may also experience domestic abuse and/or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff need to be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

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

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

National Domestic Abuse Helpline -Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

If any form of domestic abuse is known or suspected, staff must follow the procedures as for any other safeguarding concerns, including informing the DSL / DSL DEPUTIES and making a written record on CPOMS. The DSL / DSL DEPUTIES will then inform relevant agencies as required.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect

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

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

All schools must inform the local authority of any pupil who fails to attend school regularly or who has been absent for a continuous period of 10 days or more. If we are concerned that a child may be 'missing in education', and parents/ carers cannot give satisfactory reasons why a child is not attending school, we contact the

Children Missing From Education Team CME@barnsley.gov.uk or Social Care 01226 772423

Children with Family Members in Prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. A guide for 5-11 year olds explains each step of the process and the support and special measures that are available. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families, including for the children involved. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service.

Parental alcohol and drug use

Parents' dependent alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety. The impacts on children include:

- physical maltreatment and neglect
- poor physical and mental health
- development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use
- poor school attendance due to inappropriate caring responsibilities
- low educational attainment
- involvement in anti-social or criminal behaviour

Where a child has been harmed or is at risk of harm, the DSL will make a referral to children's social care.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Female Genital Mutilation (FGM) and 'Honour-Based' Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation (FGM)

"Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons." (World Health Organisation, 2016)

FGM has been an embedded practice for centuries in some countries in the world including Africa, the Middle East, Iran, Iraq, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan (DH, 2015).

The World Health Organisation estimated that between 100 to 140 million women and girls worldwide have undergone FGM, but prevalence of FGM in the UK is difficult to estimate because of the hidden nature of the crime.

All suspected or actual cases of FGM are a safeguarding concern and safeguarding procedures will be followed. This will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s within the School.

It is a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

There are 4 types of FGM, mainly carried out on girls between the ages of five and ten. In some countries it is practised on babies as young as two or three days old and in other areas, it is practised prior to marriage or as part of the wedding rituals.

It is the parent's decision as to whether their daughters are 'cut', but they face tremendous pressure from older members of their families, especially, if they return to their country of origin. In most countries, including the UK, FGM is illegal. Signs may include:

- Being repeatedly absent from school or absent for a prolonged period
- Not participating in Physical Education
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category (parents from a country who are known to practice FGM) especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating, or having frequent urinary, menstrual or stomach problems
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out

- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they should speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will: speak to the pupil about the concerns in a secure and private place, activate the local safeguarding procedures and refer the case to the local authority’s designated officer, seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk, refer the pupil to an education welfare officer, class teacher, learning mentor, or member of the leadership team as appropriate.

Breast Ironing

This is the practice of using hot implements directly onto a young girls’ breasts, to stop them developing. The practice is widely carried out by female family members to protect girls from sexual abuse, rape and forced marriage. It is commonly used in many African Countries where girls are seen to be at risk. In the UK it is considered an offence and physical abuse.

There are many additional safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug-taking, alcohol abuse, deliberately missing education and sexting put children in danger. Unless otherwise stated, for any safeguarding concerns relating to the following issues, the usual school procedures should be followed.

Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our children to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in children's behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures as well as our curriculum - including **Prevent** and **British Values Policy**

What to do 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 social care. Make a referral to local authority social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Staff should **always** take action if they are concerned. 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 social care team.

The Department for Education 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 pupil. You can also email 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

Mental Health of Children and Young People

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

It is important that staff understand that children's vulnerabilities related to mental health may be that they could be more likely to be impacted by other safeguarding concerns. When making referrals, the child's mental health should be shared.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps outlined in section 5.

If staff have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. There are a range of support mechanisms in the school to support students with their mental health. We have an educational mental health practitioner on site, who supports low level mental health concerns. Significant concerns will be referred to their GP or directly to CAMHS. Staff should not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

Tankersley St Peters will also provide training recommended by Public Health England.

Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Private fostering is defined in law as an arrangement that is made privately without the involvement of the local authority. It applies to the care of a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative with the intention it should last 28 days or more.

A 'private' foster carer is

- Extended close family, e.g. cousin, great aunt
- A friend of the family
- Someone unknown to the child or family.
- The private foster carer is responsible for providing day-to-day care but the responsibility for safeguarding and promoting the child's welfare remains with the person(s) with parental responsibility.

The Children's Act places a duty on educational settings to notify the local authority of an intention to begin a private foster care arrangement **immediately or within 6 weeks of it starting**.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

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 which considers the social or public environment (peer group, school and neighbourhood) in which they operate, as well as their private or family environment.

As children get older, they spend more time in public areas and become increasingly influenced by peers. Parents often have little control over these environments, where young people may be exposed positive, healthy norms which promote good social relationships, or they may some very negative and frightening influences and experiences.

In respect of this, school will:

- Ensure that all staff understand they should consider whether children are at risk of abuse or exploitation in situations outside their families.
- Identify and respond to risks facing children / young people
- Assess risks and intervene beyond the boundaries of their own home
- Work with partner agencies such as social care, the police, parks and trading standards.

Home-Stays in the UK

If the school arranges a home-stay, we will obtain an enhanced DBS for everyone in the home aged over 18 years old. Schools are 'free to decide' if they should get enhanced DBS checks for those aged 16 or 17 years old. There will be no charge for these DBS checks.

Alternative Provision

School will ensure they have a written statement from the provider of any Alternative Provision children from school are accessing. This will be expected to confirm they have completed all appropriate vetting and barring checks. Additional Risk Assessments will also be completed as necessary.

Children Potentially at Greater Risk of Harm

While all children need protecting, it is important to recognise that some groups of children are potentially at greater risk of harm. These include:

- Children who need a Social Worker (Child in Need or Child Protection Plan)
- Children Missing from Education
- Children whose parents are educating at home (Elective Home education)
- Children requiring mental health support
- Looked after children and children previously looked after
- Care Leavers
- Children with Special Educational Needs (see above)
- Children with disabilities and physical health needs (see above)

Using reasonable force for restraint

All staff should work within an environment where physical contact with children / young people is managed appropriately. Staff should only use physical restraint as a last resort and should use techniques from the school's training relating to managing difficult behaviour (Team Teach). Physical restraint should only be used where there is a need to prevent injury to a child or a member of staff. Staff should initiate physical contact with a child which is appropriate to the situation i.e. comfort to a child who is hurt or distressed. Any physical contact should be within clear boundaries and should not leave the member of staff open to any allegations of inappropriate touching.

A level of physical contact may be necessary for a child / young person with medical needs. This contact will be agreed within a health plan, be subject to the required risk assessments, manual handling plans, in the appropriate private space with two adults if possible. All interactions will be safe and appropriate for the situation.

There may be times when members of staff need to use reasonable force to keep children of themselves safe. 'Reasonable Force' covers a broad range of actions that involve physical contact.

Force is used either to control or restrain, e.g. to break up a fight or to prevent injury or violence

Reasonable in the circumstances means using no more force than needed

Control is either passive e.g. standing between children or active e.g. leading a pupil out by the arm.

Restraint means to hold back physically or to bring a pupil under control.

'All members of staff have a legal power to use reasonable force' (The Use of Reasonable Force DfE 2013). We expect staff to use their professional judgement to make a decision whether to physically intervene or not and avoid causing injury, pain or humiliation. Reasonable force can be used to prevent children from; hurting themselves or others; damaging property or causing disruption; leaving the classroom or premises where this would put their safety at risk. Reasonable force can also be used to remove disruptive children if they have refused an instruction to leave a class / area.

Appendix 5 - BMBC Local Arrangements for managing allegations of abuse and Safeguarding concerns

The BARNSELY METROPOLITAN BOROUGH COUNCIL local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made are below

From the BMBC Safeguarding page

<https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/worried-about-a-child/>

Investigating allegations of neglect or abuse

If you contact us because you suspect that a child or young person is being, or is at risk of being, neglected, harmed or abused, we'll investigate your claims.

You should contact us if you believe that a child or young person is being:

- physically injured (hit, kicked, punched)
- neglected (not properly clothed or fed)
- sexually abused (sexually assaulted or subjected to inappropriate sexual language or behaviour)
- emotionally abused (constantly criticised, ignored, humiliated, bullied or affected by domestic abuse).

When you report your concerns, we'll consider undertaking a child protection investigation.

Child protection investigations

When we carry out a child protection investigation, we try to find out as much information as we can about the concerns that you've raised.

A social worker, a police officer, or possibly both, will talk to the child concerned, their parents or carers, and others involved with the family, such as the child's teachers, and the family doctor and health visitor, to help us piece together the full picture.

If there's evidence to suggest that the child is in immediate danger, or the investigation reveals serious concerns about the child's welfare, children's social care, the police, and other professionals who know the child, will meet to decide what action to take.

They may decide that one of our social workers or the police need to interview the child to clarify exactly what happened to them. The interview takes place in a safe and friendly environment and the officers who conduct the interview are specially trained to deal with children in these situations.

Outcomes of the investigation

Most people are scared that we'll take their children away from them as a result of our investigation, but in most situations, this isn't the case. If we do feel that we need to find a safe place for the child away from their immediate family while we make further enquiries, we'll agree with the parents that the child can stay with extended family. If this isn't possible, we'll arrange to place the child with approved carers. If we can't come to an agreement with the parents, we may seek to apply to the courts for [a court order to protect the child](#).

In most cases where the investigation identifies that the child is at risk of significant harm, we'll hold a case conference to agree a plan to protect the child. Parents and all the agencies that have had involvement with the child will be invited to attend. Children themselves may attend the meeting and will be supported to do so if it's appropriate.

In most cases, children remain at home with their parents following a case conference, but in some circumstances, court proceedings may be necessary to make sure children are protected from harm, and this may result in them living with extended family, friends or council approved carers.

Working together to keep children and young people safe

Children and young people in need of protection are usually our most vulnerable children and those at greatest risk of social exclusion. To keep them safe, we have to work effectively with all kinds of agencies and professionals, including those in nurseries, schools, health, college, adult services and the voluntary sector, to provide the right support package.

When we believe a child or young person's at risk of significant harm, it's essential that we work effectively with some or all of these agencies, and with the child or young person and their family, to find out exactly what the problems are so that we can put the support in place to keep the child or young person safe.

Wherever possible, we try to keep families together. By giving them help and support early, we can stop problems from escalating and prevent the need for intervention from specialist services.

Barnsley Safeguarding Children Partnership

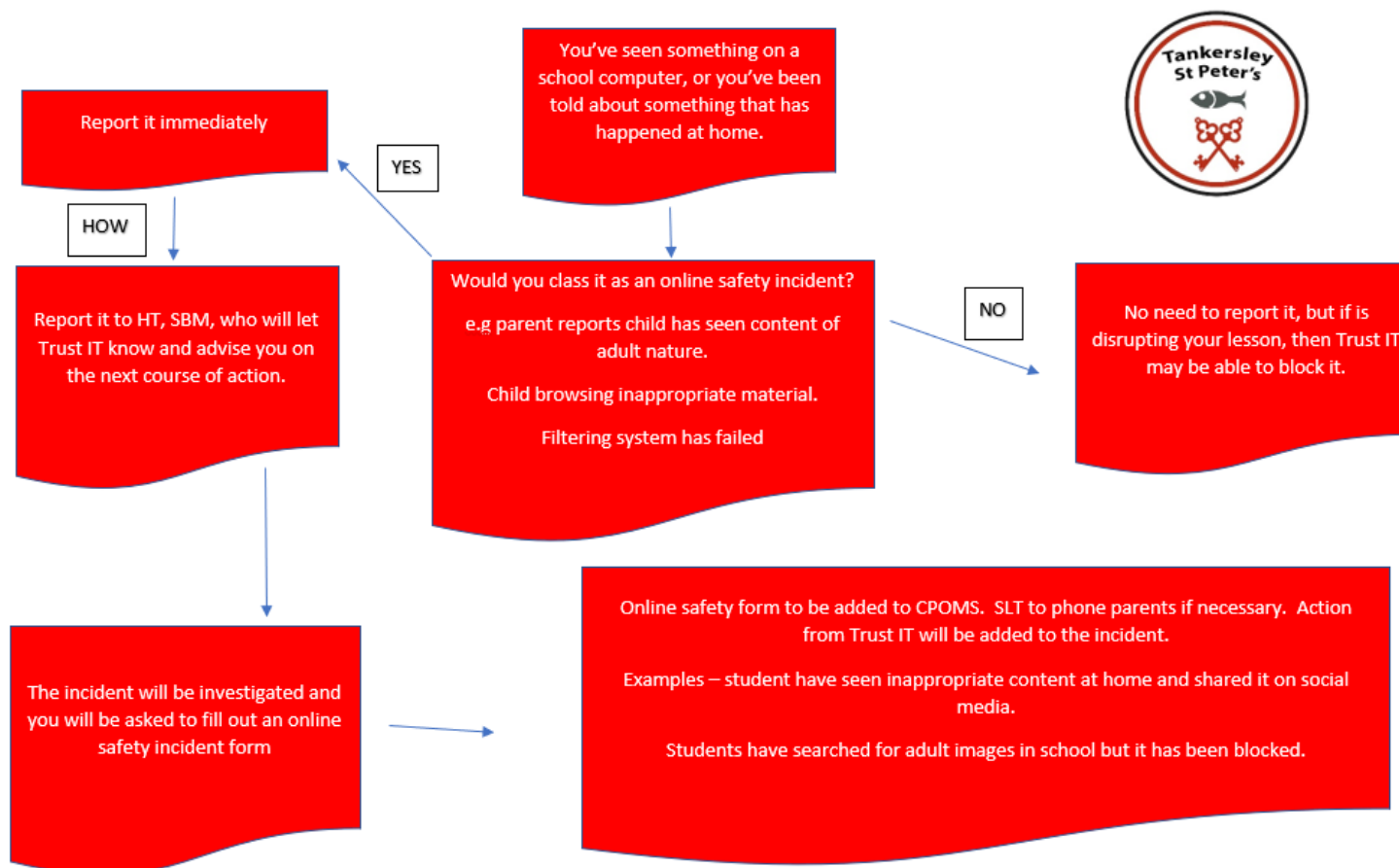
For more information about keeping children and young people safe, visit the Safeguarding Children Partnership website or contact the Safeguarding Children by emailing safeguardingunit@barnsley.gov.uk

Helplines

- Childline: 08001111
- Samaritans: 08457 909090
- NSPCC helpline freephone: 0808 800 5000
- Sexual abuse helpline freephone: 0808 1000 900
- Barnsley Domestic Violence Helpline: 01226 249800
- Women's Aid Helpline: 0808 2000 247

Appendix 6

Online Safety Incident Reporting Flow-chart



Management of the Policy

All governors need to be effective in their management of safeguarding. The governing body will ensure:

- All staff, including governors and volunteers, have read the policy
- That it is displayed on the school's/college's website
- The implementation of the policy
- Review the policy on an annual basis.

The Headteacher will report termly on safeguarding activity and progress to the Governing Body.

The DSL will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on safeguarding activity and progress. A copy of which will be submitted to the local authority. This will be held on file and reported to the Sheffield Safeguarding Children's Partnership.

The Head Teacher should report any significant issues to the Chair of the Governing Body that may have an impact on safeguarding in the school and using the normal protocols to inform the local authority if deemed necessary.

Signed by:

Chair of Governors

Headteacher

Date:

Date: