



Newfield School

Safeguarding and Child Protection Policy

Date ratified	07 October 2019
Governors	Local Governing Body
Signature of Chair	
Date for Review	September 2020

Safeguarding Team at Newfield School

Headteacher: Emma Anderson

Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

Designated Safeguarding Lead: Chris Power

Senior member of staff responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority and other agencies.

Designated Safeguarding Deputy: Laura Demir. Deputises for Safeguarding Officer.

Safeguarding Deputies: Chris Beaumont, Mandy Otley, Sue Langley, Emma Hill, Karen Barker, Kevan Wildes, Natasha Illingworth, Laura Demir, Jenna Watkinson, Ria Thorpe

At Newfield each Head of Year liaises with external agencies.

Online Safety Officer: Chris Power

Develops and maintains an online-safe culture within the school.

SENDCO: Laura Demir

Provides advice and support for staff and other agencies working with students with special educational needs and their families.

Designated Teacher for CLA /CPLA: Chris Power

Promotes the educational achievement of students who are 'looked after'.

Child Sexual Exploitation (CSE) Lead: Chris Power / Emma Hill

Develops and maintains policies & staff awareness of CSE, the Sheffield Safeguarding Children Board responsibilities and the Sexual Exploitation Service key priorities.

Criminal Exploitation (CCE) Lead: Chris Power

Develops and maintains policies & staff awareness of CCE, the Sheffield Safeguarding Children Board responsibilities and the Criminal Exploitation Service key priorities.

Operation Encompass Link Teacher: Karen Barker and Chris Power

To be the key link for all operation encompass referrals. To share information with in school staff to ensure the correct support is in place.

Safeguarding Governor: John Fuller

Reviews the safeguarding policies and procedures and remedies any deficiencies or weakness in regard to child protection arrangements.

Safeguarding and Child Protection Policy Statement

The aim of this policy is to safeguard and promote our students' welfare, safety, mental and physical health and guidance. The students' welfare is of paramount importance. Our school fully recognises the contribution it can make to protect and support students by fostering an honest, open, caring and supportive climate.

There are 3 main elements to our Safeguarding and Child Protection Policy:-

Prevention

Creating a positive ethos and culture where teaching and pastoral support systems are in place and Safeguarding is seen as the responsibility of everyone.

Protection

Following agreed procedures, ensuring staff are properly recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.

Support

Support for students and school staff and students who may have been abused.

This policy applies to teaching staff, non-teaching staff, support and volunteer staff, and anyone else who is responsible for or is in contact with students in our school.

SCHOOL COMMITMENT

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all students, and especially those at risk of, or suffering from, abuse.

At Newfield School we will therefore:

- Establish and maintain an ethos where students feel secure, are encouraged to talk and are listened to.
- Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Ensure staff are child-centred in their approach to supporting students
- Include activities and opportunities for Personal Development PSHE/Citizenship in the curriculum which equip students with the skills they need to stay safe from abuse and which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure effective challenge is used, when working with external agencies, to ensure all students receive the timely support they require.
- Establish and maintain a safeguarding culture amongst all staff and students.
- Ensure all staff and governors have up-to-date and regular safeguarding and child protection training.

- Create a culture of safe recruitment which includes the adoption of recruitment procedures that help to deter, reject or identify people who may pose a risk to the safety of students and young people.

At Newfield we are committed to:

Providing a safe learning environment that builds confidence and self-esteem:

- Where student's physical safety is protected
- Where student's mental health is protected and supported
- Where students can talk and are listened to
- Where students do not experience bullying, harassment, racism or any other form of discrimination
- Where students' medical and health needs are met.

Providing a positive and preventative curriculum that teaches and supports students:

- To understand contextual issues relevant to our school, local community, city and nationally
- To make good choices about health, safe lifestyles, positive relationships, sex education and consent
- To recognise when they are at risk and how to get help when they need it
- To ask for help if their health or wellbeing is threatened, including their emotional wellbeing

Promoting the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance by:

- Encouraging students to know that their views count, to value each other's views and values and to talk about their feelings
- Providing activities that involve turn-taking, sharing and collaboration
- Supporting students to understand their own and others' behaviour and its consequences and to learn to distinguish right from wrong
- Providing activities that involve students in creating rules and codes of behaviour and developing understanding that the rules apply to everyone
- Actively promoting a culture of inclusivity and tolerance where views, faiths, cultures and races are valued and students are engaged with the wider community
- Promoting diverse attitudes and challenging stereotypes by providing resources and activities that reflect and value the diversity of students' experiences and challenge gender, cultural and racial stereotyping.

This Policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of students and has been prepared in compliance with, and with regard to:

- The Education Act 2011
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedoms Act 2012
- The Children Act 1989 and 2004

- What To Do If You're Worried A Child is being Abused: Advice for practitioners DfE March 2015
- Working Together to Safeguard Children DfE (2018) - A guide to inter-agency working to safeguard and promote the welfare of children
- Keeping Children Safe in Education September 2020
- Disqualification under the Childcare Act 2006 as amended, 2018
- Information Sharing: Advice For Practitioners Providing Safeguarding Services For Children, Young People, Parents And Carers DfE 2018
- DBS Referrals Guidance (as may be amended from time to time)
- Inspecting safeguarding in early years, education and skills settings Ofsted 2015
- Teacher misconduct: regulating the teaching profession March 2014 (and related guidance)
- Use of Reasonable Force in Schools 2013
- Information Commissioner's Office Data Sharing Code of Practice May 2011
- General Data Protection Regulation 2018
- Preventing and Tackling Bullying 2014
- Prevent Duty Guidance, Channel Guidance, and Prevent Departmental Advice, 2015

FRAMEWORK

Schools do not operate in isolation. The welfare of students is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of students and families, and local authorities have a particular responsibility towards students and families most at risk of social exclusion.

Child protection is the responsibility of all adults, especially those working with students. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Newfield School and the local Safeguarding Children Board.

The Key principles of child protection are:

- Students have the right to be safe and should be protected from all forms of abuse and neglect.
- Safeguarding students is everyone's responsibility.
- It is better to help students as early as possible, before issues escalate and become more damaging.
- Students and families are best supported and protected when there is a coordinated response from all relevant agencies.

We will ensure that all staff, students and volunteers and those who undertake work on our behalf, **maintain a proper focus on safeguarding students** and that this is reflected in both **sound individual practice and our internal policies and guidance**.

All staff, students and volunteers working with students must:

- Give highest priority to students' welfare.

- Ask for advice and support to act on safeguarding concerns and take appropriate action.
- Access relevant, up-to-date safeguarding and child protection training.
- Recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to students.
- Respond appropriately to disclosures of abuse by a student.
- Respond appropriately to allegations against staff, other adults, and against themselves.
- Follow whistle blowing procedures to respond to concerns about potential wrongdoing in the setting.
- Act appropriately and understand safe practice in carrying out their duties.
- Be alert to the risks which abusers, or potential abusers, may pose.
- Be aware of the importance of the role of early years services in promoting the welfare of students.
- Contribute as necessary to all stages of the setting's safeguarding and protection processes.

DEFINITION OF SAFEGUARDING

Newfield School adopts the definition used Keeping Children Safe in Education 2020. This can be summarised as:

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

Safeguarding is more than protecting students from deliberate harm. It relates to a number of aspects of school life that include health and safety, the use of reasonable force, meeting the needs of students and staff with medical or additional needs, first aid, educational visits, intimate care, internet and online safety and school security.

Newfield recognises that our students face a range of safeguarding issues. Annex A of KCSIE 2020 outlines some of these which involves a range of issues which can include:

- Bullying (including cyber-bullying and prejudice-based bullying)
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation
- County Lines
- Domestic Abuse / Violence
- FGM
- Forced Marriage
- Issues specific to our local area and population e.g. anti-social behaviour, gang activity, youth violence
- Neglect
- Physical, Sexual, Emotional abuse
- Peer on peer / child on child abuse

- Protecting students from the risk of radicalisation or extremist behaviour (PREVENT)
- Racist, disability and homophobic or transphobic abuse
- Sexting and social media
- Sexual violence and sexual harassment between students
- Substance misuse
- Up skirting

Supporting Students and Young People at Risk

All staff should have an awareness of safeguarding issues that can put students at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put students in danger.

Our school recognises that students who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of students at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

Some students who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Students with behavioural difficulties, students with special educational needs and/or disabilities, students missing from education and students who are looked after are most vulnerable to abuse. Staff who work with students with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

Mental Health

At Newfield School all staff are committed to ensuring all student are safe and confident in discussing their mental health. Staff will work collaboratively and with other professionals to prevent impairment to a student's mental health.

All staff are aware that mental health can be, in some cases, an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should report any concerns around student's mental health by following the same process of all safeguarding disclosures.

The DSL and DDSL's will ensure timely support is sourced from external agencies, where appropriate.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

The school keeps updated records of students who are privately fostered and informs the Local Authority in line with Local authority guidelines of these arrangements. Where appropriate this information will be shared with all staff. Students who are privately fostered have access to support from the Heads of Year.

In a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, students may also be vulnerable and in need of support or protection.

This school will endeavour to support students through:

- The curriculum, to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of school behaviour management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all students are supported within the school setting.
- Regular liaison with other professionals and agencies that support the students and their families.
- A commitment to working with local agencies in identification of students in need of early help.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

This policy should be read and used in conjunction with other related policies in school. These include:

- Anti-bullying Policy
- Attendance Policy
- Consistent Discipline Model Policy
- Behaviour Policy (which includes guidance in use of restraint)
- Online safety Policy
- Equalities Policy
- Whistle-blowing Policy
- Health and Safety Policy
- Volunteers Policy
- Trips and Visits Policy
- Intimate Care Policy
- Lockdown Policy
- Staff code of conduct
- Use of Social Media Policy
- Visitors policy and guidelines

Safeguarding Child Protection Roles and Responsibilities

All adults working with or on behalf of students have a responsibility to safeguard and promote the welfare of students. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying these responsibilities for the current academic year are listed on the cover sheet of this document.

One member of our Senior Leadership Team is responsible for the implementation of appropriate procedures. This person also has deputies.

Our school (Headteacher/Local Governing Body) will ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

Safeguarding specialists

The DSL and DSDs will undertake specialist professional development and training around areas of need as determined by the need of the school and the Headteacher. These will include:-

- Online Safety
- Child Sexual Exploitation
- Child Criminal Exploitation
- Domestic Violence
- Living with substance misuse in the home
- Bereavement
- Self-harm
- Gangs and drugs
- PREVENT

Training and Support

Our school will ensure that the Headteacher, the Designated Safeguarding Lead (DSL), Deputy Safeguarding Deputies (DSDs), the full staff body and the governing body attend training relevant to their role.

All staff will receive and be able to access Child Protection training relevant and appropriate to their role and as a minimum requirement attend compulsory induction training when joining the school, complete statutory basic training every 3 years and in-house safeguarding training to reflect updated safeguarding guidance. Regular staff briefings will take place to reflect relevant issues from within our school context. This will include training in procedures to follow, signs of safety and appropriate record keeping.

All staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately should an incident occur. All staff will be trained to recognise and respond to situations where a child may be considered to be at risk or to identify where a child may require early help.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with students, particularly in the context of child protection. Staff must make clear when talking to students that issues relating to their safety cannot be kept confidential. All child protection/safeguarding issues should be dealt with in a confidential manner. The DSL and Headteacher will decide which members of staff, if any, need to be informed of the case. The only purpose of confidentiality in this respect is to benefit the child.

'The Data Protection Act 2018 and GDPR should not prevent, or limit, the sharing of information for the purposes of keeping children safe.' 'This includes allowing practitioners to share information without consent.'

Records and Monitoring

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or students within our school, the status of such records and when these records should be passed over to other agencies. CPOMS (Child Protection Online Monitoring System) must be used to record safeguarding concerns. The DSL and DSDs will conduct regular audits of records on CPOMS.

The DSL has the responsibility for ensuring effective file transfers take place between educational establishments. The DSL is responsible for ensuring all staff follow local procedures for secure file transfers and documents must be sent via SFX (Secure file Transfer), Anycomms (Secure file transfer) or CPOMS.

Recording Information

When expressing a concern, or relaying an allegation, you must first pass this onto the DSL or DSD in person and then enter a timed and dated report onto CPOMS.

Attendance at Child Protection Conferences

Our school will follow the recommendations for good practice from the local area Child Protection Committee with regards attendance at Child Protection Conferences.

Early help

Providing early help is more effective in promoting the welfare of students than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.

All staff are equipped to identify students who may benefit from early help and are trained to spot the signs and indicators that can make students vulnerable. At Newfield School Heads of Year support students and can offer a range of interventions. As part of this support key staff will refer students and families to MAST, the Community Youth Teams and/ or refer to the school nurse.

Newfield School follows the guidelines set out in KCSIE 2020 and recognises that some students maybe in need of early help. All staff will remain alert to any students who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- Is a privately fostered child.

The Family Common Assessment Form (FCAF)

This form should be used when we consider that a child has needs that cannot be met solely by Newfield School, and where, following an assessment of the situation, we believe co-ordinated intervention from the Students & Young People's Directorate is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the FCAF. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the DSL or DSD. **This referral will be by telephone to the relevant team at The Sheffield Children's Board Hub. (The Safeguarding Hub)**

The DSL / DSDs will contribute to the locality Early Help Gateway meetings to ensure effective early help intervention is accessed for pupils. Early Help Part 1 assessments will be completed by the DSL / DSDs and these are sent to the gateway meeting to ensure a co-ordinated package of support is put in place.

Peer on Peer abuse

Newfield School uses the brooks Traffic light tool to identified sexually harmful behaviours. Where needed the school will work with partner agencies to complete a peer on peer risk assessment. All allegations of peer on peer abuse will be addressed by the DSL and a referral made to the safeguarding hub.

All staff are updated and are aware that students can abuse other students (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying);
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **Sexual violence**, such as rape, assault by penetration and sexual assault;
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- **up skirting**, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- **Sexting** (also known as youth produced sexual imagery); and
- **Initiation/hazing** type violence and rituals.

Serious violence & Criminal Exploitation

Newfield School works with partner agencies to identify young people who are at risk of criminal exploitation. If a student is seen to be at risk then a referral will be made the safeguarding hub.

Keeping Children Safe in Education states that:

All staff should be aware of indicators, which may signal that students are at risk from, or are involved with serious violent crime.

These may include;

- Increased absence from school.
- A change in friendships or relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that students have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the Area Child Protection Committees' Procedures. Staff in schools are ideally placed to notice changes in students' behaviour or to observe injuries, both of which could be indicators of abuse. As trusted adults, students may tell you they are being abused. Sheffield Local Authority has laid down guidelines to be followed in relation to child protection. It is important that we are all familiar with them and follow them rigorously.

Thresholds of need

Newfield School will follow guidance from the Sheffield Children's Board around the thresholds of need. All child protection concerns will be categorised with a level of need. These are identified as:-

Threshold 1 – Universal Need – All students are at this level. This is for when information is received but requires no further action.

Threshold 2 – Universal Plus – Where intervention has taken place in school to address a concern. This should include a parent meeting or phone call and a conversation with the student.

Threshold 3 – Partnership Plus – This involves direct engagement and co-ordinated support with school and one external agency. This could include; MAST early help, CYT, GP, CAMHS.

Threshold 4 – Targeted Complex – A co-ordinated multi-agency approach is required in line with local procedures and guidelines. This could include; Child in Need plans, Multi-agency meetings.

Threshold 5 – Acute / Specialist – There is an immediate risk of significant harm. Section 47 is needed. School will take part in a strategy meeting at the Sheffield Safeguarding Hub. School will follow guidance from the lead agencies at this time.

Operation Encompass – Domestic Violence

Newfield School is working alongside South Yorkshire Police on Operation Encompass. Newfield has identified key staff within the safeguarding team to act as links for the initiative. Newfield has trained key adult in school (The DSL and DDSL) who will be notified preferably PRIOR to the start of the next school day that a child has experienced or maybe affected by an incident of Domestic Abuse that the police have attended.

The DSL or their deputy will be the person available each day to receive the details of the Incident and assess the type of support needed for the child;

Where there are incidents where students are living at the home and aged between 4 and 18 years old, the school that the child or young person attends, will be contacted/emailed by a member of staff in the safeguarding hub information will be passed to the DSL.

The information should be treated in the same way as other Child Protection disclosures. Newfield School will then be in an informed position to support them in a way that is right for that particular child or young person, either with silent or overt support.

Interventions by school staff should be in response to the actions or disclosures of the child. Discussions should not be initiated with parents or the child in relation to the disclosure by the police.

Responding to Suspicion or Allegation of Abuse

(Definitions of types of abuse and signs that may indicate a child is being abused are listed at the end of this document) (APPENDIX 1)

We have clear procedures to respond to two situations:

- Suspicion of abuse
- Allegation of abuse

In both situations it is vital to make a detailed record, including student name, form and any relevant dates and times, any other people who were present when the allegation was made, the actions taken by you, anything which you have been told and so on. The record should be factual, dated and should include the time at which it was written.

Suspicion of Abuse

You may develop a concern that a student may be suffering, or is likely to suffer harm. S/he may exhibit certain of the signs listed, or her/his behaviour may change with no satisfactory explanation. Share your concerns with a **member of the safeguarding team**, who will discuss the appropriate course of action.

Allegation of Abuse

If a student tells you that s/he is suffering significant harm or his/her explanation of a physical injury is that it has been caused by someone else, this is an allegation of abuse. Any allegation will need to be investigated by the appropriate safeguarding authority and/or the Police.

What to do:

- Take the child seriously. It is rare for students to make false accusations, particularly of sexual abuse.
- Make time straight away for the child to talk to you in private. If this presents difficulties over cover for a class, inform the DSL / DSD or any member of SLT.

When talking with the child:

- Stay calm and reassuring
- Explain that you cannot promise to keep what the child tells you a secret

- Tell the child you might need to get someone else to help
 - Allow the child time and space to talk
 - Listen to, and take seriously, what the child tells you
 - Tell them that whatever the circumstances, they are not to blame
 - Do not interrogate the child, but check out in a non-leading way that you are receiving a correct message
 - Reassure the child that they have done the right thing in telling someone
 - Ask the child if they have told anyone else
 - Do not make any promises to the child
- Inform a member of the safeguarding team or the Headteacher.
 - Write down everything the child told you, date and time of the account and give it to the person to whom you have referred the allegation. This account must then be passed on to the DSL / DSD for the Child Protection file.
 - As the person the child has entrusted in disclosing information it may be appropriate for you to continue to support the child, for example by being involved with any case conference that may follow. You will be kept informed as to the outcome of any disclosure.
 - **Confidentiality is vital.** The DSL and Headteacher will decide which other staff, if any, need to know of the case.
 - Do not contact anyone with parental responsibility until agreed by the investigating agency.
 - Any member of staff can make a referral to the Sheffield Safeguarding Hub, 0114 2734855, if they are concerned that a child is suffering or likely to suffer harm.
 - Any member of staff can, in line with the 'Whistle-blowing' policy, contact the LADO (Local Authority Designated Officer) on 0114 2734850.

PROCEDURES FOR HEADS OF YEAR (DEPUTY SAFEGUARDING DEPUTIES)

Where a member of staff relays a suspicion that a student may be at risk

- Establish clearly with the member of staff the identity of the child concerned. Record the name, form, address and date of birth of the student, where they are, who is with them and how they are.
- Ensure that there is a timed and dated record of any concerns from the member of staff. This should be passed to the DSL for inclusion in the Child Protection file and logged on CPOMS.

If the child is already known to be on the register:

If we know that the child is on the register, then we should be aware of their current situation (e.g. who their key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker, via Social Care or do nothing other than reassure the teacher that we are aware that there is some basis to their concerns and that support is being offered to the child.

If the child is not known to the child protection register:

We will use our professional judgement in deciding on a course of action. Depending on the nature of the concern we may:

- Decide to keep a watching brief
- Seek advice from Safeguarding Children Advisors (MAST advice - 0114 2037485, The Sheffield Safeguarding Hub – 0114 2734855)

- We will keep a record of all contacts with external agencies
- Whether or not we decide to make a referral, we will see the teacher concerned, inform them of what is happening and reassure them that they did the right thing in relaying and recording their concerns
- All referrals are recorded on CPOMS and the outcome (accepted or declined) of a referral to any external agency is recorded.

When a student alleges abuse

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

If appropriate, ensure that a trusted adult stays with the child. If this presents any difficulty over cover, inform any member of Senior Leadership Team / DSL / DSD.

In the case of physical abuse injury, a first aider along with a member of the safeguarding team should see the student. If there is any evidence of physical injury such as cuts, grazes or bruising then make a sketch jointly with the first aider, being specific about location and size and record this on CPOMS using the body map function. Involvement of a first aider must be done discreetly. Too much questioning of the child could prejudice any possible court case. The DSL / DSD will take responsibility for the referral.

Before referral, ensure that we have the following information:

- Details of the child - name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility
- Details of the concern - description of injuries/circumstances which are causing concern
- Details of any explanation or comment from the child
- Condition, location and expectations of the child
- Information given to parents/carer, if any
- Any background information
- Check the Child Protection register. If the child is known to the register, then the member of the safeguarding team will contact the appropriate key worker
- If the child is not known to the register, a referral must be made to the Duty Principal Social Worker of the Children and Families team of the division in which the child lives. If in doubt about which is the correct division, phone Safeguarding Children Advisors (MAST advice - 0114 2037485, The Sheffield Safeguarding Hub – 0114 2734855).

Following a referral, we will act on the advice of the Social Care Team.

If the safeguarding team are concerned about any response, or lack of response, from Social Care, a member of the safeguarding team will contact the Safeguarding Children Advisors and refer to the Resolution of Practitioner Disagreements as set out by Sheffield Safeguarding Children Board.

Procedures to follow if an allegation is made against a member of staff

If an adult in school receives an allegation of harm by a member of staff towards a child or young person, the allegation:

- Must be reported immediately to the Headteacher (**not the DSL unless they are the same person**)
- If the allegation is against the Headteacher it must be reported immediately to the Chair of Governors
- Must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Headteacher
- Must be investigated under the procedures as set in the DFE statutory guidance 'Keeping children safe in education' September 2020
- All such allegations will be discussed immediately with the Sheffield Safeguarding Children Advisors (0114 2734855), who act on behalf of the Local Authority Designated Officer (LADO).
- The employer and the LADO will plan the best course of action to investigate the allegation and decide which other parties to involve where appropriate, eg. Police, HR, etc. The purpose of these procedures is to:
 - Improve consistency of reporting and investigation across all agencies
 - Enable long term recording of allegations and outcomes for the benefit of the child, young person and adults involved
 - Enable the Advisory Service to monitor allegations and determine if there are general issues to address

Effective Challenge and Escalation

Our school understands that when working in the arena of safeguarding and child protection, it is inevitable that from time to time there will be professional disagreement between agencies. We will take any action necessary to resolve disagreements in a timely and constructive fashion that promotes the best outcomes for the students involved.

Where disagreements cannot be resolved between the practitioners involved we will use the process of challenge and escalation as set out in the Sheffield Safeguarding Children Board Effective Challenge and Escalation procedure and will seek advice from the Sheffield **Safeguarding Children Advisory Service**. See Appendix 3 for more details.

Safeguarding during full or partial or full school closure due to COVID-19

The pastoral team have identified the most vulnerable students in our school. These have been split into the following categories:

- Medically Vulnerable – Any health conditions that could be adversely effected by COVID-19.
- SEND – EHCP and K students have been included as vulnerable students.
- Key worker students.
- Vulnerable students offered in-school provision.
- Safeguarding RED – These are students already in crisis.
- Safeguarding AMBER – These are students who a period of closure could result in going into crisis.
- Safeguarding GREEN – Students who need to be monitored by our safeguarding team.

Commented [EAM(1)]: We need to mention those children with a social worker as this is clearly defined in Government guidance

Reporting a concern

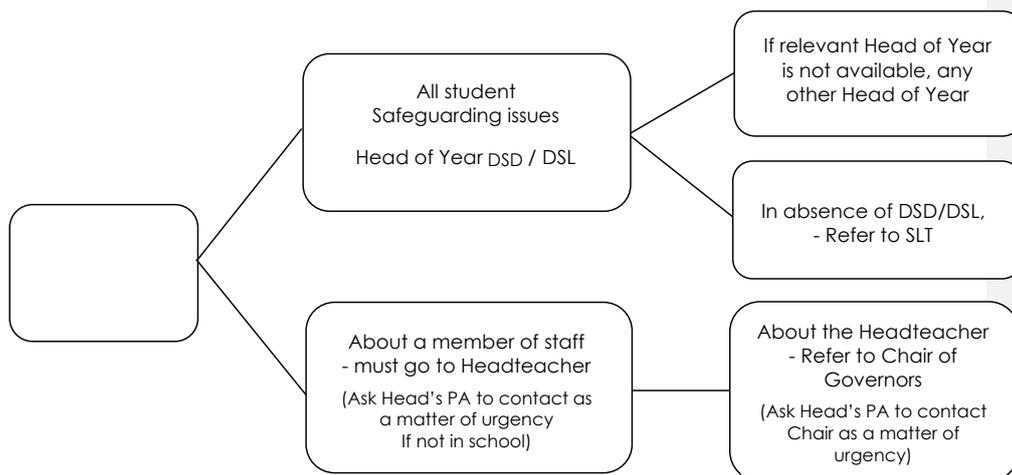
All staff should continue to report all issues to the DSL or deputy DSL. This should be done by a phone call to Chris Power on 07384398181. Email must not be used to report child protection concerns.

Attendance

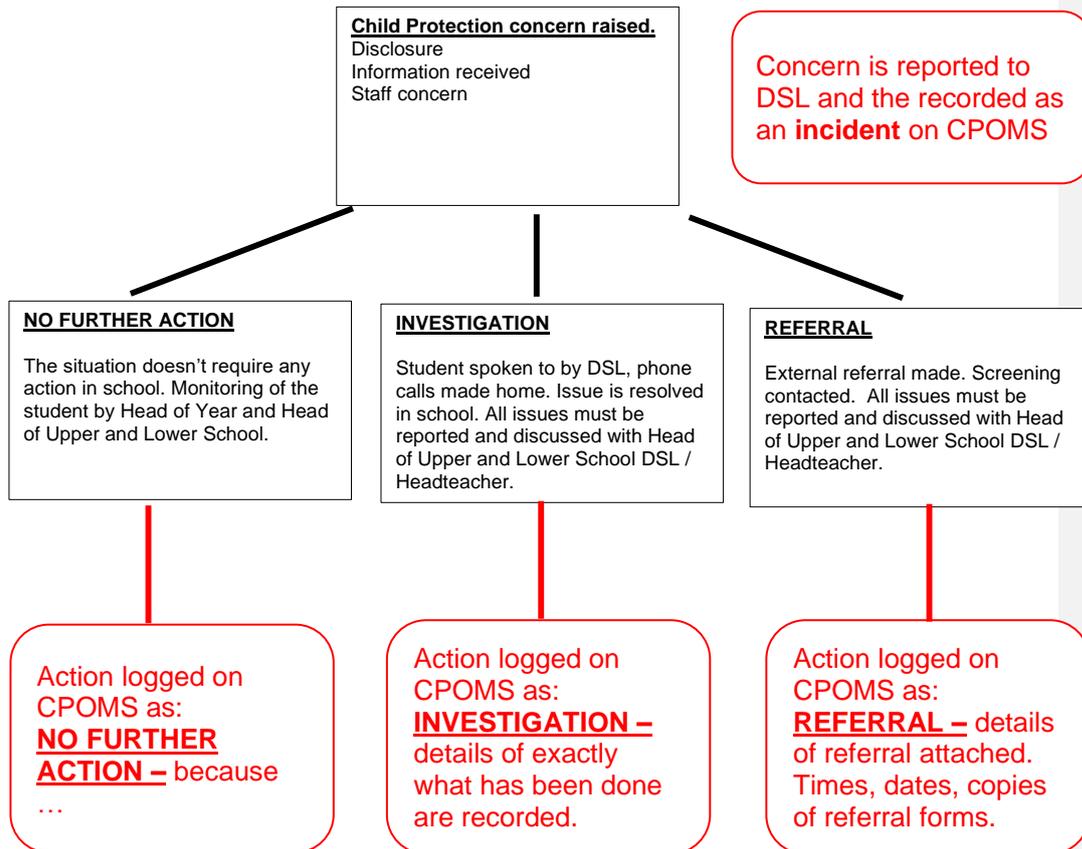
Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. The DSL will make all contact for student absences on a daily basis.

The DSL or a deputy will attempt to contact the parents through various methods, such as telephone or by contact a relative in the first instance. If contact cannot be made or if the DSL or a deputy DSL a referral will be made to the school's link MAST worker. See below. Where a vulnerable child does not take up their place, we will notify their social worker.

ALL SAFEGUARDING CONCERNS MUST GO THROUGH THE HEAD OF YEAR WHO ARE TRAINED IN ADVANCED SAFEGUARDING AND ARE DESIGNATED SAFEGUARDING DEPUTIES



REPORTING / RESPONDING TO A CHILD PROTECTION CONCERN



APPENDICES

1. Types of abuse, neglect and exploitation (Keeping Children Safe in Education, DfE September 2020)
2. Safer Recruitment at Newfield School (Keeping Children Safe in Education, DfE September 2018)
3. Resolution of Practitioner Disagreements (SSCB Guidance)
4. Actions where there are concerns about a child – KCSIE 2020
5. Statutory Guidance
6. Multi-Agency Contacts
7. Sheffield Children’s Board – Flow chart for education settings
8. Key Terminology used in this policy

APPENDIX 1

Abuse and neglect – Taken from KCSIE 2020

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of students who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All Newfield staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between students outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether students are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and students can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Indicators of abuse and neglect

Abuse: 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. Students 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. Students may be abused by an adult or adults or by another child or students.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on students. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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 students frequently to feel frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate

offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other students. The sexual abuse of students by other students is a specific safeguarding issue in education

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

Peer on peer abuse

All staff should be aware that students can abuse other students (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, 8 such as rape, assault by penetration and sexual assault;
- Sexual harassment, 9 such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, 10 which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

APPENDIX 2

Safer Recruitment at Newfield School

Newfield School creates a culture of safer recruitment which includes the adoption of rigorous recruitment procedures that help deter, reject or identify people who may pose risk of harm to or abuse students.

Governors understand their responsibility to ensure safe recruitment checks are made.

Newfield School keeps an up to date Single Central Record (SCR). This includes the following information:

- All staff (including supply staff) who work in the school
- All others who work in regular contact with students in the school including volunteers
- Local Governing Body governors

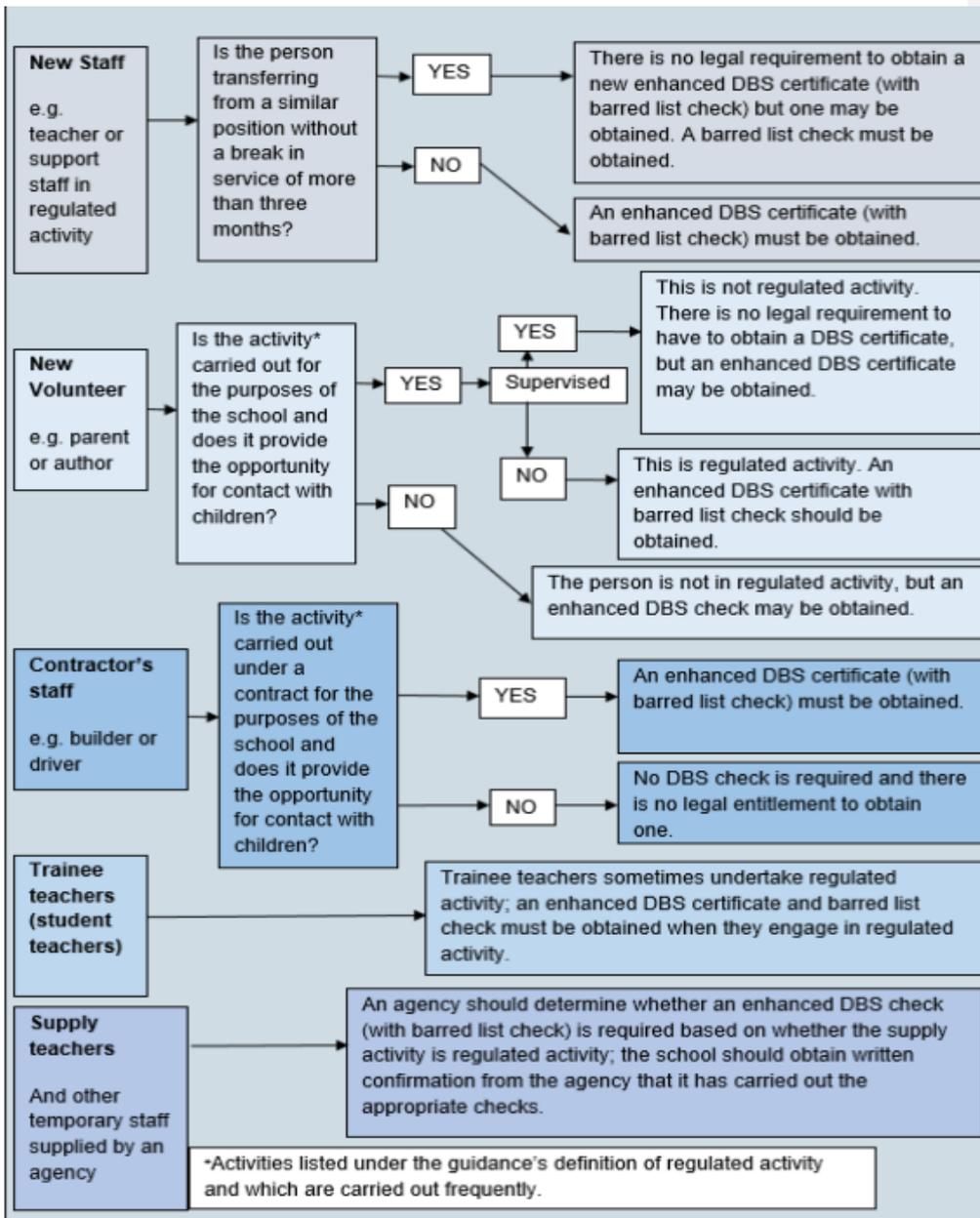
All recruitment includes members of the senior team, staff or governors who have completed 'Safer Recruitment' training.

Recruitment checks are carried out in line with the statutory DfE guidance as set out in 'Keeping children safe in education' September 2020

The following flow diagram summarises the required DBS and barred list checks for those working in schools and colleges.

Staff receive a comprehensive safeguarding induction from the DSL on appointment as part of their wider school induction as well as undertake basic/advanced safeguarding training as appropriate.

FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS – KCSIE DfE (2020)

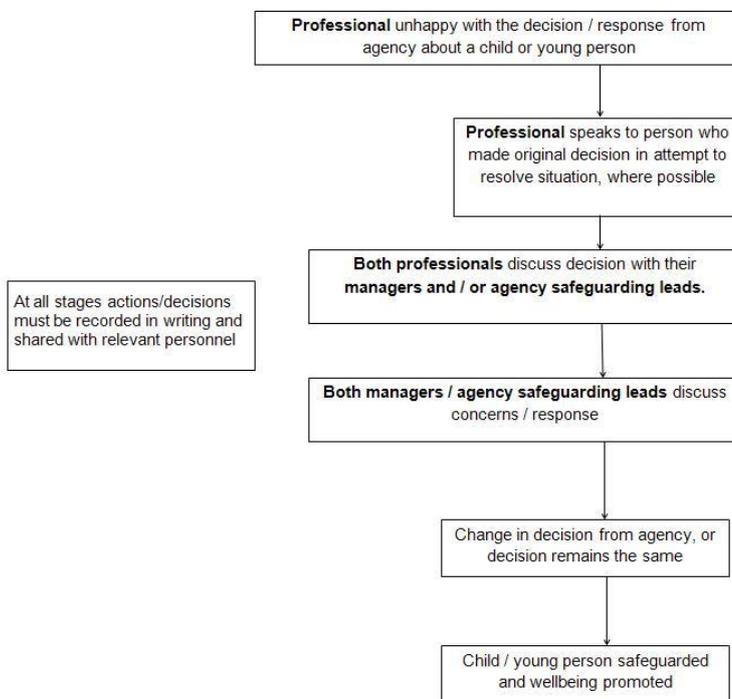


APPENDIX 3

Resolution of Practitioner Disagreements

Staff at Newfield School will always work collaboratively with partner agencies to best meet the needs of students and their families. If in the rare occurrence that a professional disagreement occurs, guidance from SSCB will be sought. The following flow diagram summarises this process.

Resolving professional disagreement flow chart (a): Quick decision required



This process does not have to be followed in full. Disagreements can be resolved at any stage

APPENDIX 4

Actions where there are concerns about a child – KCSIE 2020



APPENDIX 5

DfE Statutory Guidance

- a. Keeping children safe in education Statutory guidance for schools and colleges
September 2020

www.gov.uk/government/publications/keeping-children-safe-in-education--2020

- b. Working together to safeguard children
August 2018

www.gov.uk/government/publications/working-together-to-safeguard-children--2018

- c. What to do if you are worried a child is being abused: Advice for practitioners (2015)

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

- d. Information Sharing – Advice for practitioners providing safeguarding services to vulnerable children, young people, parents and carers (2015)

www.gov.uk/government/publications/

APPENDIX 6

Multi-Agency Contacts

LADO	Tel: 0114 273 4850
Child Protection Enquiry Team (Out of office hours)	Tel: 0114 273 4855 Tel: 0114 242 7305
Sheffield Safeguarding Children Board	Tel: 0114 273 4855
Social Services Child Protection Co-ordinators: Fax: 0114 273 4628	Tel: 0114 273 4934
Child Protection Advisers:	Tel: 0114 226 2138/39/40/41/42/43
NSPCC Child Protection Helpline:	Tel: 0808 800 5000
Parentline Plus:	Tel: 0808 800 2222
Careline (confidential crisis telephone line for children, young people and adults):	Tel: 0208 514 1177
Childline:	Tel: 0800 1111
Police:	In an emergency, ring 999 to contact You can also contact them on 101 with any non- emergency child protection concerns

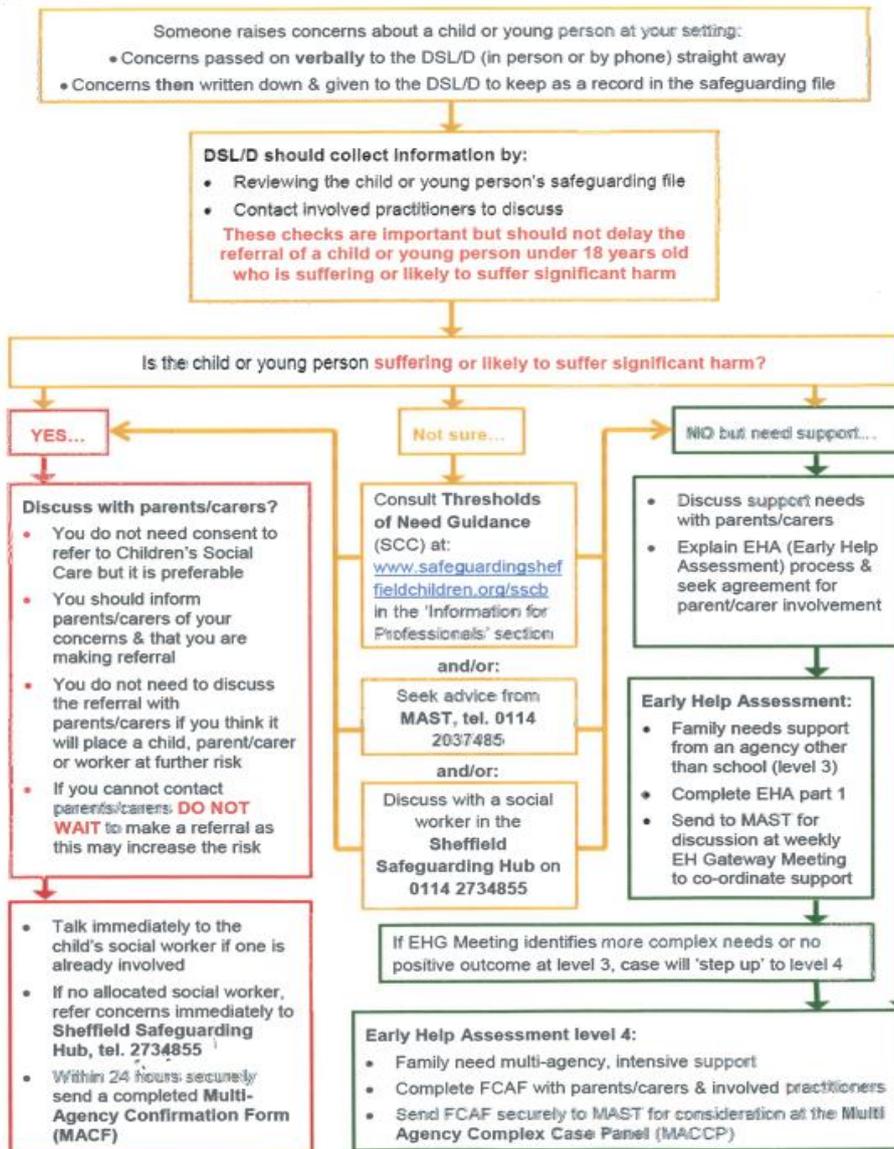
Prevention and Assessment Team (MAST):

Prevention and Assessment Team	Areas covered (by electoral ward)	Contact numbers
North PAT Sorby House 42 Spital Hill S4 7LG	Burngreave, Ecclesfield, Firth Park, Shiregreen & Brightside, Southey, Stannington, Stocksbridge & Upper Don	Tel: 0114 233 1189 MAST Fax: 0114 233 1042 MAST
		Tel: 0114 203 9591 Social Care Fax: 0114 233 1042 MAST & SC
East PAT 1 st floor Shortbrook Primary Site Westfield Northway S20 8FB	Arbourthorne, Beighton, Birley, Darnall, Manor Castle, Mosborough, Richmond, Woodhouse	Tel: 0114 205 3635 MAST Fax: 0114 205 3639 MAST
		Tel: 0114 203 7463 Social Care Fax: 0114 203 7510 Social Care
West PAT Old Sharrow Junior School Southview Road S7 1DB	Beauchief & Greenhill, Broomhill, Central, Crookes, Dore & Totley, Ecclesall, Fulwood, Gleadless Valley, Graves Park, Hillsborough, Nether Edge, Walkley	Tel: 0114 250 6865 MAST Fax: 0114 250 6713 MAST
		Tel: 0114 273 4491 Social Care Fax: 0114 273 6370 Social Care

Sheffield Children's Board – Flow chart for education settings



Safeguarding concerns - flow chart for education settings



APPENDIX 8

Key Terminology used in this policy

CAMHS – Children and Adolescent Mental Health Service.

CCE – Child Criminal Exploitation

CSE – Child Sexual Exploitation

CPOMS – Child Protection Online Monitoring System – Used internally at Newfield School

CYT – Community Youth Team

DSL – Designated Safeguarding Lead – See cover sheet for details

DSD – Designated Safeguarding Deputy – See cover sheet for details

FCAF – Family Common Assessment Form

FGM – Female Genital Mutilation

GDPR – General Data Protection Regulation

HOLS – Head Of Lower School

HOUS – Head Of Upper School

HOY – Head Of Year

LADO – Local Authority Designated Officer

MAST – Multi-Agency Support Team

SLT – Senior Leadership Team

The Safeguarding Hub – The Sheffield Children’s Board central point of contact for all child protection and safeguarding concerns.