

UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICIES AND PROCEDURES

Schools are requested to redact this template policy, personalising and localising it as indicated; and highlighting all adjustments in the copy returned to the Regional Director, Derek Davies, for ratification by the Group Board.

Date of last central office review:	September 2019	Review Period:	1 year (minimum)
Date of next central office review:	September 2020	Owner:	Darran Ellison-Lee
Date of next school level review:	August 2020		
Type of policy:	United Learning Policy	Local Governing Body	Recommends school policy for Group Board approval
		Group Board:	Group Board approves United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	June 2020
Policy tailored by individual schools	August 2020
Policy ratified by Local Governing Bodies	September 2020
Policy approved by the Group Board	July 2020
Implementation of Group Policy	September 2020

UNITED LEARNING TRUST

Sheffield Springs Academy

September 2019

**CHILD PROTECTION AND SAFEGUARDING
POLICY**

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	Steve Hill TEL: 0114 2734850 EMAIL: LADO@sheffield.GCSX.gov.uk
Local Authority Children's Social Services	TEL: 0114 2734855 EMAIL: C&FScreeningTeam@sheffield.gcsx.gov.uk OUT OF HOURS EMERGENCY 0114 2734855 DUTY TEAM TEL: Sheffield Safeguarding Hub Locality Team: East Children's Social Care: Stadia Technology Park, Block D, 60 Shirland Lane, S9 3SP; Tel: 0114 203 7463
Multi-Agency Safeguarding Hub	TEL: 0114 2734855 EMAIL: Contact via DSL/DDSL on Anycomms system Safeguarding Hub, Sheffield City Council, Moorfoot, Sheffield, S1 4PL Sheffield Children's Safeguarding Partnership (SCSP). Sheffield Children's Safeguarding Partnership Floor 3 south, Howden House, Union Street S1 2SH TEL: 0114 273 4450 Independent Chair – David Ashcroft
Support and Advice about Extremism	South Yorkshire Police Brendan Pakenham (SYP) Prevent Officer TEL: 07769131474 EMAIL: Brendan.pakenham@southyorks.pnn.police.uk TEL: Anti-Terrorist hotline: 0800 789 321. EMERGENCY: 999

	<p>NON EMERGENCY NUMBER: 101 EMAIL: [● INSERT]</p> <p>Local Authority NAME: Steve Hill (LADO) TEL: 0114 2734850 EMAIL: LADO@sheffield.GCSX.gov.uk]</p> <p>Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>
NSPCC's what you can do to report abuse dedicated helpline	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk</p>
Disclosure and Barring Service	<p>ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk</p>
Teaching Regulation Agency	<p>ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk</p>
OFSTED Safeguarding Children	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk</p>

KEY SCHOOL CONTACT DETAILS

United Learning Trust (ULT)	<p>Chair of ULT Richard Greenhalgh EMAIL: company.secretary@unitedlearning.org.uk</p> <p>Head of Safeguarding Darren Ellison-Lee, Director of Primary Education EMAIL: Darran.EllisonLee@unitedlearning.org.uk</p> <p>Regional Director (United Learning) Derek Davies EMAIL: derek.davies@unitedlearning.org.uk</p>
Local Governing Body (LGB)	<p>Chair of LGB Neil MacDonald</p> <p>The clerk to governors, Mrs K Rangeley, can be contacted via:</p> <p>Telephone - 0114 239 2631 Email – enquiries@sheffieldsprings.org</p>

	<p>Nominated Safeguarding Governor John Barber TEL: 0114 239 2631 EMAIL: enquiries@sheffieldsprings.org</p> <p>Nominated E-Safety Governor of LGB John Barber TEL: 0114 239 2631 EMAIL: enquiries@sheffieldsprings.org</p>
Designated Safeguarding Lead (DSL) {and Deputy Designated Safeguarding Leads (DDSLs)}	<p>Main DSL for the School Mark Shipman TEL: 0114 2392661 EMAIL: kelly.mills@sheffieldparkacademy.org</p> <p>Designated Deputy DSL Anton Squillino TEL 0114 2392631 Email Anton.Squillino@sheffieldsprings.org</p> <p>Designated E-Safety Lead Claire Cartledge TEL: 0114 2392631 EMAIL: Claire.Cartledge@sheffieldsprings.org</p>
Designated Teachers for Looked After Children	Vicky King TEL: 0114 2392631 EMAIL: Victoria.king@sheffieldsprings.org
Head/Principal	Mark Shipman TEL: 0114 2392661 EMAIL: Mark.Shipman@sheffieldsprings.org

POLICY STATEMENT

This policy applies to Sheffield Springs Academy (“the School”). United Learning Trust requires the School’s Local Governing Body to review and update this policy annually (as a minimum). This policy is available on the School website. This policy is ratified annually by the United Learning Group Board.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2019) (‘KCSIE’)
 - Disqualification under the Childcare Act 2006 (July 2018)
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
 - Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Working Together to Safeguard Children (July 2018)
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)

- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of Sheffield Local Authority and the published safeguarding arrangements set out by the Sheffield Children's Safeguarding Partnership (SCSP).

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

The School has arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers. This could be via their Head of Year, self or staff referral to our Emotional Wellbeing service, by way of the online anti bullying portal or via any member of the safeguarding and pastoral team.

Staff should expect to support social workers and other agencies following any referral.

Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or concern of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to

know to help the child. All staff should explain next steps and who the information will be passed to.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing.

In line with Keeping Children Safe in Education: 2019 and the Prevent Duty, July 2015, any member of academy staff that suspects that a child is experiencing or at risk of harm must verbally report this immediately to the DSL or Deputy DSL and in their absence a CP officer.

You will be asked to make a record of your concerns and involvement.

This must include:

- Detailed, factual records of what you were told, including dates and times.
- Actions taken by you.
- Details of any involvement of others.
- Date, time and place of the conversation and a signature.
- Where a report includes online elements, staff are reminded **not to view or forward** any illegal images of a child but note what has been reported.

The DSL / Deputy DSL will discuss with you how to proceed, and your involvement in the next stages.

Where there is a safeguarding concern, the School will ensure the student's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence. The School manages this by enabling children to express their views and give feedback and the provision in place to support dialogue with students is via their Head of Year, self or staff referral to our Emotional Wellbeing service, by way of the online anti-bullying portal or via any member of the pastoral team. We are mindful of students with communications difficulties and vulnerabilities and our SENCO, Senior Leader for Behaviour and our Safeguarding Manager are available to ensure these students are given access to appropriate support in order to express their wishes and feelings.

Safeguarding information will often be special category personal data and the School will have due regard to its data protection obligations when sharing such data. Whilst the School aims to get consent to share information, relevant personal information may be shared without consent if there is a lawful basis to do so such as where a child's safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The School operates its processes with the best interests of the student at their heart.

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child's welfare they should act immediately and should speak with the School's DSL or DDSL. If, in exceptional circumstances, the DSL or DDSL is not available (or a CP officer in their absence), this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible.

The DSL will consider the appropriate action to take in accordance with the threshold document published by the School's local safeguarding partners Options will include:

- managing any support for the child internally via the School's own pastoral support processes;
- making an early help assessment; or
- making a referral for statutory services.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures to ensure their concerns have been addressed and to ensure that the child's situation improves.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child 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 misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

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.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the School's DSL or DDSL. If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up 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 professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

What staff should do if a child is suffering, or is likely to suffer from harm

If staff (including governors, agency staff and volunteers) believe that a child is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an **immediate** referral to children's social care (and/or the Police if appropriate) is made in accordance with Sheffield Local Authority's referral process. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The School's local safeguarding partners are Sheffield Children's Safeguarding Partnership (SCSP). The SCSP is jointly led by Sheffield City Council, South Yorkshire Police and the Sheffield Clinical Commissioning Group. They are supported by a wide range of agencies representing the criminal justice system, education sector, health service and other relevant agencies. The local agreed safeguarding arrangements can be found at www.safeguardingsheffieldchildren.org

For students that are engaged in offsite provision, the academy follows the SSCB guidance which can be found at:

https://www.safeguardingsheffieldchildren.org/assets/1/alternative_education_provision_sept_18.pdf

Where children are engaged in close one-to-one teaching or bespoke provision on or off site, a bespoke support plan is agreed on an individual basis. These are authorised and overseen by the Senior Leader for Safeguarding and Pastoral Support in collaboration with Vice Principal: Behaviour and the Assistant Principal: SEND.

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism in line with Keeping Children Safe in Education: For Schools and Colleges from September 2019 and the Prevent duty, July 2015: staff must follow the safeguarding referral protocols within Sheffield Park Academy and verbally report this immediately to the DSL or Deputy DSL. Advice and support can also be sought from children's social care.

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL or DDSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

All staff should speak to the DSL or DDSL about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of a range of safeguarding possibilities. The School's procedures for unauthorised absence and for dealing with children who go missing from education are

Students who have been absent for 10 days and who after home visits etc. have not been located MUST be reported to the LA via the CME department. Students who have taken UA leave and have been absent for 10 days must also be reported to the LA.

Before reporting a student to the CME team in the LA we will ensure that we have completed the following actions: -

Made at least 3 visits to the home address.

Attempted to speak to neighbours to try and establish if the family has been seen in recent day (also to double check that they are on UA leave)

Spoken to friends of the student in school to establish if they know where the student may be.

Shared concerns with the DSL.

Spoken to Social Care and/or MAST to establish if any other agency has involvement with the family.

If you discover that there is external agency involvement you must speak to the worker concerned and find out if they are aware of the student's whereabouts.

Record all of your actions on the relevant CME form and submit this to the CME department in the LA, make sure on the form that you give the date that the academy will be removing the student from our roll.

Scan all referrals to CME onto the students CPOMS file.

Send a letter to the home address warning the parent/carer that the student will be removed from our roll on the 20th day of unauthorised absence (state the date).

In the case of students who have taken UA leave ensure that you send a copy of the original request and the reply letter to CME with the form.

If after a home visit it is clear the family have moved out of the address we will not wait for 10 days to pass before reporting them to CME, we will make a report them immediately.

Further detail can also be found at Appendix 1 of this policy.

The School will report to Sheffield Local Authority and follow the Children Missing from Education Guidance (SSCB 2018) if a student who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

What staff should do if they have concerns about another staff member (including volunteers)

If staff have safeguarding concerns, or an allegation is made about another staff member posing a risk of harm to children, then this should be referred to the Head and/or the Executive Head. Where there are concerns/allegations about the Head or the Executive Head, this should be referred to the Chair of the LGB and Head of Safeguarding. In the event of concerns/allegations of abuse being made, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and United Learning Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff (available on the United Learning Hub).

What staff should do if they have concerns about safeguarding practices in the school

Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures which can be found at:

<https://hub.unitedlearning.org.uk/school-support/safeguarding/Lists/Related%20Policies/DispForm.aspx?ID=4>

There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

Arrangements for dealing with Peer-o- Peer allegations

Safeguarding issues can manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators") and that it can manifest itself in many ways and can include (but is not limited to) sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Peer-on-peer abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing peer-on-peer abuse.

Peer-on-peer abuse is abuse and is never acceptable. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".

The School takes the following steps to minimise the risk of peer-on-peer abuse:

- training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes (a) Contextual Safeguarding; (b) the identification and classification of specific behaviours; and (c) the importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.
- educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum.
- engaging parents on this issue by talking about it with parents and asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks.
- ensuring that all peer-on-peer abuse issues are fed back to the DSL/DDSL and in their absence CP officers so that they can spot and address any concerning trends and identify students who may be in need of additional support.
- challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- working with Governors, Senior Leadership Team, all staff and volunteers, [pupils/students] and
- parents to address equality issues, to promote positive values, and to encourage a culture of
- tolerance and respect amongst all members of the School community;

- creating conditions in which our students] can aspire to and realise safe and healthy
- relationships;
- creating a culture in which our [pupils/students] feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- responding to cases of peer-on-peer abuse promptly and appropriately.

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, for example, MAST, SSCB, SG Hub , children's social care, and/or other relevant agencies, and other schools.

The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of peer-on-peer abuse. They help the School (a) to develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist; (b) to ensure that our [pupils/students] are able to access the range of services and support they need quickly; (c) to support and help inform our local community's response to peer-on-peer abuse; (d) to increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our students.

The School actively refers concerns/allegations of peer-on-peer abuse where necessary to the Safeguarding Hub, for the attention of children's social care and/or signposting to other relevant agencies within Sheffield Children's Safeguarding Partnership (SCSP).

This is particularly important because peer-on-peer abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working.

Sexting: Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003. Guidance on how to deal with sexting can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_K_G_NCA_Sexting_in_Schools_WEB__1_.PDF

The School's approach to sexting is that these issues would be referred to the DSL/DDSL using the procedure for all safeguarding concerns and outside agencies such as social care or the police would be involved as necessary. Staff are also referred to United Learning E-Safety Policy (available on United Learning Hub).

Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

What to do if staff suspect that a child may be at risk or hears a report of peer-on-peer abuse

The procedures set out below will be reviewed, at least annually, in light of an assessment of the impact and effectiveness of the policy.

In the event of disclosures about peer-on-peer abuse, all children involved will be treated as being at risk and the safeguarding procedures in accordance with this policy will be followed (see '*Procedures for dealing with concerns about a child*'). This means that if a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of peer-on-peer abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The School treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. **Immediate** consideration will therefore be given as to how best to support and protect all children involved/impacted.

The School will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

All children affected by peer-on-peer abuse will be supported by the Senior Leader for Safeguarding and Pastoral Support or the Safeguarding Manager and support from external agencies will be sought, as appropriate. "Victims" will be reassured that they are being taken seriously and that they will be supported and kept safe. The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children. A support plan would be put in place for that child in collaboration with parents, key staff in the academy and any outside agencies deemed necessary.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Sheffield Children's Safeguarding Partnership (SCSP) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged "victim" and "perpetrator". If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Sheffield Children's Safeguarding Partnership (SCSP), South Yorkshire police and/or Social Care (via the Safeguarding Hub), parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Sheffield Children's Safeguarding Partnership (SCSP) and/ or the Police as appropriate.

Reports concerning harmful sexual behaviour

Where a report concerns an allegation of sexual violence and/or sexual harassment, if possible two members of staff should be present when managing a report (preferably one of them being the DSL

or DDSL. The DSL or DDSL should be informed as soon as practically possible if they were not involved in the initial report.

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

- The wishes of the victim,
- The nature of the alleged incident,
- The ages of the children involved,
- The developmental stages of the children involved,
- Any power imbalance between the children,
- If the alleged incident is a one-off or sustained pattern,
- Any ongoing risks,
- Other related issues and context.

Any response and action will, as always, have at the centre the best interests of the child. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL (or a deputy DSL) should make an immediate risk and needs assessment in respect of each child affected by the abuse. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the “victim”;
- the alleged “perpetrator”; and
- the other children (and, if appropriate, staff) at the School.

The DSL will consider as part of the School’s response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the “victim” and alleged “perpetrator” and considerations regarding shared classes, sharing school premises and school transport. Any professional risk assessment will inform the School’s approach.

The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children’s social care.

If the DSL decides to make a referral to children’s social care and/or a report to the police against a “victim’s” wishes, the reasons should be explained to the student and appropriate specialist support offered. The DSL or DDSL will also work closely with children’s social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged “perpetrator”, staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and children's social care to ensure the welfare and safety of all children and update the risk assessment and ensure relevant protections and measures are in place for all children.

The School will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School.

The DSL will ensure that where children move to another educational institution following an incident of peer-on-peer abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

The School recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential and assists the School in meet its Public Sector Equality Duty.

ARRANGEMENTS FOR DEALING WITH CONCERNS/ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing concerns/ allegations against staff who are currently working in the School follows Department for Education statutory guidance and Sheffield Children's Safeguarding Partnership (SCSP) arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student;
- Possibly committed a criminal offence against or related to a student; or
- Behaved towards a student in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head and/or the Executive Head. Where the Head or the Executive Head, is absent or is the subject of the allegation or concern, reports should be made to Chair of the LGB and Head of Safeguarding. Where the Head or the Executive Head, is the subject of the allegation or concern, the Head or the Executive Head, must not be informed of the allegation prior to contact with Chair of the LGB, Head of Safeguarding and designated officer.

2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
6. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will

consider whether any disciplinary action is appropriate against a student who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

STAFF BEHAVIOUR POLICY / CODE OF CONDUCT

The School's code of conduct can be found via the United Learning Hub, to which all staff have access. The aim of the code of conduct is to provide clear guidance about behaviour and actions so as to not place students or staff at risk of harm or of allegation of harm to a student. These policies can be obtained upon request by parents or other interested parties through Sianne Wilson, Personal Headteacher or through United Learning Central Office.

SAFER RECRUITMENT

The School is committed to safer recruitment processes and ongoing safer working practices. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, children without a cleared DBS check. In this case, the individual will have a separate Barred List check and the School will undertake a written Risk Assessment exercise in relation to the proposed work. All other safeguarding checks will be completed and the individual will be appropriately supervised. Please refer to Section C and Appendix 5 of the 'Safeguarding Children – HR Procedural Guidance' available on the United Learning Hub for further guidance.

Full details of the School's safer recruitment procedures for checking the suitability of staff, members of the School LGB and Trustees of ULT and volunteers to work with children and young people is set out in

- United Learning / the School's Recruitment and Selection Policy;
- United Learning's Safeguarding Children – HR Procedural Guidance;
- United Learning's LGB Handbook; and
- United Learning's guidance: Trustees - Recruitment, Appointment, and Removal Process

These documents are available on the United Learning Hub.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriate supervised is set out in the School's Recruitment and Selection Policy.

MANAGEMENT OF SAFEGUARDING

The School's DSL is Kelly Mills who is a member of the senior leadership team.

Stephen Cliffe is the DDSL and the person to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy. The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, to liaise closely with safeguarding partners (such as children's social care and the police), support staff in carrying out their safeguarding duties children's social care and the police), support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL (and DDSL) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on a response to a safeguarding concern.

The DSL works with the LGB to review and update the School's safeguarding policy. Where a student leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main student file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. The School will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required.

The DSL will inform the safeguarding partners of any incident which they think should be considered for a child safeguarding practice review.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are covered on an individual basis by the Senior Leadership Team.

Full details of the DSL's role can be found at Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training (including online safety) are in line with advice from local safeguarding partners.

All Staff

All new staff will be provided with induction training that includes:

- the child protection policy, including information about the identity and role of the DSL and DDSL
- the behaviour policy
- the safeguarding response to children who go missing from education
- the staff code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media
- a copy of Part 1 of *KCSIE*

- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE*

All staff that are employed outside of the basic training are provided with a Safeguarding Induction that is delivered by the Senior Leader for Safeguarding and Pastoral Support (also DSL) or the Safeguarding Manager (also DDSL). This must be done before any new colleague begins any work with children and includes the academy's Safeguarding policy, reporting and recording arrangements, the staff code of conduct and details for the Designated Safeguarding Lead, Deputy DSL and Child Protection Officers. Staff are also advised about 'do's and don'ts for Social Media use. Temporary and voluntary staff are advised that they can access the Safeguarding policy on the academy website or obtain a copy on request from the Senior Leader for Safeguarding and Pastoral Support, Kelly Mills. Posters are displayed in key public areas in order that temporary and voluntary staff (and students) know who the Safeguarding Team are and where they can be located.

Copies of the above documents are provided to all 'staff' during induction. On appointment and as part of United Learning Annual Declaration, all staff will receive and sign the up to date versions of the Staff Student Relationship Letter and Acceptable Use Declaration. The staff code of conduct can be found in the Staff Handbook, a copy of which is available on the School intranet.

All staff are also required to:

- Read Part One of *KCSIE* and confirm that they have done so via signing a declaration form in the induction pack at which is returned to HR. Each time Part One of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via staff briefings or notification via the DSL.
- Understand key information contained in Part One of *KCSIE*. The School will ensure staff understanding by providing updates and refreshers via staff briefings.
- Receive training in safeguarding and child protection regularly, in line with advice from the Sheffield Children's Safeguarding Partnership (SCSP). Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, e-bulletins and staff meetings.

DSL(s)

The DSL and DDSL receives updated child protection training at annually to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, supporting SEND children particularly when online, overseeing online safety in school, record keeping and promoting a culture of listening to children, training in the Sheffield Children's Safeguarding Partnership (SCSP) approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated regularly in liaison with local Early Help and Sheffield Children's Safeguarding Partnership (SCSP) colleagues to keep up with any developments relevant to their role. The DDSL is trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Sarah Squire is the board-level lead designated to take a lead in relation to responsibility for the Trust's safeguarding arrangements. John Barber is the LGB lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. They are a member of the School's LGB.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The Safeguarding Policy is discussed in the meetings that take place termly between the DSL and LGB lead governor for Safeguarding. The policy is reviewed annually and submitted to the LGB. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer (LADO) to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The local governing body ensures that all students are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education and Health Education and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet, and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching students, for example about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

The School recognises the additional risks that children with SEND face online and works with the Head of IT to ensure that additional support and measures are in place to support these children. Online safety is an integral part of the School's curriculum for all pupils and is taught in an age appropriate way relevant to pupils' lives. It is also embedded in PSHE and Relationships and Sex Education. Pupils will be taught what positive, healthy and respectful online relationships look like; the effects of their online actions on others; how to recognise and display respectful behaviour online; how to use technology safely, responsibly and securely; and where to go for help and support when they have concerns.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's system is Lightspeed filtering. This filtering system enables levels of access to the internet based upon the groups the user is a part of (Y7-y11 students, VI Form students, teaching staff, Support staff and SLT) this access is based on allow and deny lists which we alter when required. The traffic that flows through the filtering system is also logged and time-stamped against the user so we can monitor what has been accessed and blocked from being accessed.

The School's systems are aimed to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in United Learning E-Safety

Policy (available on the United Learning Hub) and in the School's E-Safety Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

Looked after children (and previously looked after children)

Looked after children (and previously looked after children) are a particularly vulnerable group. The School will ensure that prompt action is taken when necessary to safeguard these children and the local governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

Judith Roberts is the designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met. The School ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child's social worker and virtual school head.

The designated member of staff will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

Use of 'reasonable force'

The School recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions. The School will consider its duties under the Equality Act 2010 and their Public Sector Equality Duty. Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The School's procedures for use of reasonable force can be found in the Behaviour Policy.

Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable¹. The School's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases,

the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy.

APPENDIX 1 –SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be vulnerable to multiple threats.

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 children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Staff are referred to DfE guidance Sexual Violence and Sexual Harassment for further information.

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 children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 children. The sexual abuse of children by other children 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 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.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such

as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Sexual Exploitation (CSE): CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); can be perpetrated by individuals or groups, males or females, and children 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; and is typified by some form of power imbalance in favour of those perpetrating the abuse. 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. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

CSE is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

So Called 'Honour Based' Violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to

take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM.

If staff have a concern that a student may be at risk of HBV or has suffered HBV, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a student over 18, teachers should follow the School's local safeguarding procedures.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

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, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces.

There is no single way of identifying a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through different methods such as online. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL or DDSL making a referral to the Channel programme.

Special Educational Needs and/or Disabilities: Students with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by their peers. 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 than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the School has put in place the following pastoral support measures; the School has ensured that the SENCO has advanced safeguarding training and meets with the DSL on a weekly basis via the Safer Academy Partnership meeting or another pre planned meeting.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

Lesbian, Gay, Bi or Trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a student who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children and the court system: Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

Children who go missing from education or school: A child going missing is a potential indicator of a range of safeguarding possibilities, such as abuse or neglect. The School strives to collect than one emergency contact number for each student so additional options are available to make contact with a responsible adult when a child goes missing is also identified as a welfare and/or safety concern.

Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found School's Missing Children Policy. All unexplained or unauthorised absences will be followed up in accordance with this. A copy of this Policy and the Attendance Policy can be requested from reception.

The School shall inform the local authority of any student who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any student who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. These intervals are within the Missing Education Policy.

Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare.

Children with family members in prison: Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

Domestic Abuse: domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional abuse.

Homelessness: Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

Peer on peer abuse: peer on peer abuse can take many forms and can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up skirting (which is a criminal offence and typically involves taking a picture under a person's clothing without the knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm); ; sexting and initiating/hazing type violence and rituals. [Girls](#), students with SEND and LGBT children are more at risk of peer-on-peer abuse.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- abusive behaviour towards others.

Sexual violence and sexual harassment, as a type of peer on peer abuse, may overlap and can occur online and offline (both physical and verbal). Sexual violence are sexual offences of rape, assault by penetration and sexual assault. Sexual harassment is unwanted conduct of a sexual nature and is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Examples of sexual harassment include sexual comments sexual "jokes" or taunting; physical behaviour such as deliberately brushing against someone; non-consensual sharing of sexual images and sexualised online bullying.

Serious Violence: Indicators that a child may be at risk from, or involved with, serious violent crime includes increased absence from school; change in friendship or relationship with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

If staff have a concern about a child or a child make a report to the, staff should follow the referral process in this policy. If staff are in any doubt about what to do they should speak to the DSL or DDSL.

APPENDIX 2 – Meet the Safeguarding Team (Template)



The Designated Safeguarding Lead
Mr Mark Shipman – Headteacher
Office located on B floor



The Deputy Designated Safeguarding Lead (DDSL)
Mr Stephen Cliffe – Assistant Headteacher
Office located on A floor



The Deputy Designated Safeguarding Lead (DDSL)
Mr Anton Squillino – Safeguarding Manager
Office located on A floor



Safeguarding
Ms Kelly Mills – Senior Leader: Safeguarding and Pastoral Support
Office located on A floor

Child Protection Officers:



Grace Benson
SENCo
(The Bridge)



Jayne Newton
Emotional Wellbeing Officer
(Office A floor)

APPENDIX 3 – Safeguarding Training Log (Template)

Safeguarding Training Log – Academic Year [●INSERT]		
Attendees	Type of training provided	Date undertaken
Principal/Head		
DSL		
{● DDSL}		
Senior Leadership Team		
Pastoral Leads		
Whole School		
e-safety Lead		
P.E. staff		
Medical Needs Officer		
Paediatric First Aiders		
Health & Safety /COSH		
EVC		
Chair of Governors of LGB		
Nominated Safeguarding Governor of LGB		
Local Governing Body (whole board)		
Agency Staff /Peripatetic		
Volunteers		
Contractors		
Other		

Safer Recruitment training has been undertaken, with certification held by:

Name & Position	Date Completed
Craig Dillon - Executive Principal	16/09/2014
Mark Shipman - Headteacher	05/06/2017
Claire Cartledge – Deputy Headteacher	17/05/2017
Sarah Szafraniec - Executive Director	05/06/2017
Janette Andrea Garnett - Business Services Director	28/11/2014
Stacy McKay – Business Manager	26/11/2016
Kelly Mills - Senior Leader: Safeguarding & Pastoral Support	30/05/2017
Stephen Cliffe - Assistant Head	05/06/2017
Lawrence Youel - HR Manager	14/01/2013
Sarah Swindin - Assistant Head	23/05/2017

Attendees	Training provided	Completion date
Whole academy	Statutory Safeguarding training facilitated by an independent training provider accessed via Sheffield SSCB Andy Bowly – Barnardos	September 2017
Whole academy	Awareness of child abuse and neglect (online training)	Completed by all new staff following safeguarding induction when they begin work at the academy.
Whole academy	Prevent online Training via http://www.foundationonline.org.uk	Completed by all new staff following safeguarding induction when they begin work at the academy.
Headteacher/Designated Safeguarding Lead (Mark Shipman)	Advanced safeguarding children in education	December 2017
Senior Leader for Safeguarding & Pastoral Support/Designated Safeguarding Lead – Sheffield Park (Kelly Mills)	Advanced safeguarding children in education E Safety Coordinator Training Prevent for leaders and managers Online Safer Recruitment Extreme Dialogue Trainer	June 2018 March 2013 September 2017 May 2017 May 2019

<p>Safeguarding Manager/Deputy Designated Safeguarding Lead</p> <p>(Anton Squillino)</p>	<p>Advanced Safeguarding</p> <p>Safer recruitment</p> <p>Safeguarding induction completed with DSL</p> <p>Prevent channel general awareness module</p> <p>Understanding pathways to Extremism and prevent</p> <p>ACAN</p> <p>Level 4 - Preparing to teach in the lifelong learning sector</p> <p>Certificate of completion of Relationship Support early intervention Dec 2012</p> <p>Level 5 Pathways, Triple P</p> <p>Level 4 Standard, Triple P</p> <p>Level 4 Group Stepping Stones, Triple P</p> <p>Level 4 Standard Teen, Triple P</p> <p>Level 5 Enhanced, Triple P</p>	<p>November 2018</p> <p>November 2018</p> <p>September 2018</p> <p>September 2018</p> <p>November 2018</p> <p>October 2018</p> <p>November 2012</p> <p>December 2012</p>
<p>Assistant Headteacher/Deputy Designated Safeguarding Lead</p> <p>(Stephen Cliffe)</p>	<p>Advanced safeguarding children in education</p>	<p>October 2017</p>
<p>Child Protection Officers / Attendance Team</p> <p>Matt Norton</p> <p>Jayne Newton</p> <p>Angie Bailey</p> <p>Rob Ludlam</p> <p>Wallace Chambers</p>	<p>Advanced Safeguarding Refresher</p>	<p>November 2016</p> <p>January 2017</p> <p>February 2016</p> <p>January 2016</p> <p>June 2017</p>
<p>School Medical Officer - Yolande Covell</p>	<p>Advanced safeguarding children in education</p>	<p>TBC</p>
<p>E Safety Coordinator</p> <p>(Claire Cartledge)</p>	<p>E Safety Coordinator Training</p>	<p>No certificate recorded on file</p>
<p>LAC/YC Coordinator</p> <p>(Vicky King)</p>	<p>Advanced safeguarding children in education</p>	<p>No certificate recorded on file</p>

SENCO (Grace Benson)	Advanced safeguarding children in education	June 2017
SEND Manager (Lisa Hudson)		
Safeguarding Governor (John Barber)	Safeguarding Governor Training	November 2017

Emergency First Aid at Work

Name	First aid trained Valid from	Valid until
Yolande Covell	27/09/2018	27/09/2021
Jessica Taylor	01/02/2019	01/02/2022
Sarah Sleaford	01/02/2019	01/02/2022
Rob Ludlam	01/05/2019	01/05/2022
Anna Hill	03/01/2017	03/01/2020
Jayne Newton	03/01/2017	03/01/2020
Andy Law	19/07/2017	19/07/2020
Stephen Creaghan	19/07/2017	19/07/2020
Angie Bailey	19/07/2017	19/07/2020
Andy Saville	19/07/2017	19/07/2020
Jenny Scott	19/07/2017	19/07/2020
Craig Malkin	19/07/2017	19/07/2020
Andrea Garnett	24/03/2017	24/03/2020
Stephen Hibberd	01/02/2019	01/02/2022
Charity Adu-Amankwah	01/02/2019	01/02/2022
Letitia Robertson	01/02/2019	01/02/2022
Jane Hanson	01/02/2019	01/02/2022
Anne Briggs	01/02/2019	01/02/2022
Lucy <u>Firth</u>	01/02/2019	01/02/2022
Craig Malkin		01/09/2020

<i>The following questions are asked in accordance with DfE Safeguarding Guidance. Please indicate your response clearly in the columns marked YES/NO.</i>	YES	NO	N/A
1. I confirm that I have received, read and understood the Staff-Student Relationship letter and guidance 2019.			
2. I confirm that I have read and understood Part 1 and Annex A of 'Keeping Children Safe in Education' (DfE, September 2019) .			
3. I confirm that I have received, read, understood and signed the ICT Acceptable Use Policy.			
4. I confirm that I have received, read and understood the United Learning Employee Data Protection Policy.			
5. I confirm that I understand how I can access all other important United Learning and school policies and documents via United Hub and for specific information including 'Keeping Children Safe in Education' (DfE, September 2019) via www.gov.uk .			
6. I confirm that I understand that it is my responsibility to make myself familiar with all United Learning and School policies, and their updates as required by legislation or changed from time to time by United Learning to reflect changing circumstance, and act in accordance with them as necessary.			
7. I confirm that I have not been involved in any activity/incident, including criminal convictions, charges or cautions, in the last 12 months which might result in a change to my DBS status, should a new check be requested.			
8. I have read and understood the following policies: Data Protection Policy, Privacy Notice, Bring Your Own Device Policy, Data Retention and procedure for secure transfer of files.			
9. FOR STAFF WORKING IN OR MANAGING RELEVANT EARLY OR LATER YEARS PROVISIONS ONLY I confirm that I have not been involved in any activity/incident in the last 12 months which would render me disqualified from working with children under the Childcare (Disqualification) Regulations 2018.			
10. FOR EARLY YEARS SETTINGS ONLY to comply with the requirements of the DfE Statutory Framework on the Early Years Foundation Stage 2017. I confirm that I am not currently taking any medication that is likely to impair my ability to look after children properly.			

APPENDIX 4 – STAFF/STUDENT RELATIONSHIP LETTER AND GUIDANCE NOTES

Dear colleague,

September 2019

Every one of us working within United Learning, whatever our role, is acutely aware that the protection of children is of the highest possible importance. Trust underpins everything that we do in schools. The parents of our pupils entrust the care of their children to us and together we are all responsible for their wellbeing. United Learning also has a responsibility to ensure that those working in our schools are themselves protected - against putting themselves in a vulnerable position and against the possibility of false accusation.

This letter has also been prompted by the isolated actions of a tiny handful of employees who have acted improperly or who have found themselves – or who have put themselves – in a vulnerable position. Increasingly, this is in relation to the inappropriate use of social media. These instances have all led to disciplinary action including in the most serious cases dismissal for gross misconduct. I am writing to every person employed by United Learning to remind us all just how serious these matters are but also to offer some advice as to how to respond in potentially difficult situations.

Heads will discuss this issue with their staff at appropriate times during the school year. This letter reinforces those statements and ensures that no-one associated with our schools is in any doubt that child protection is an issue that must be treated with the utmost seriousness. Acts of child abuse may be blatant and incontrovertible. However, they may also be more subtle.

It must be understood that the following are almost always inappropriate within the professional context of schools and can easily be construed as child abuse in some circumstances:

- touching and physical contact, other than for staff working with very young children in primary or nursery settings, where it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children;
- contact through electronic or digital communications using personal accounts.

Against this background, we must ensure that no situation could arise which is or could reasonably be construed as acting against the safety of each child. This is not always an easy line to draw but crossing that line, or being in a position where it appears that the line has been crossed, is unacceptable. Some adults within the school undertake roles where this is even more important because of the ease with which the proper execution of their duties might be misinterpreted or because the vulnerability of the young people in their care might be more easily exploited. These might include those:

- working in boarding houses or residential situations, including, for example, school trips and excursions;
- whose work requires them to interact in a one to one situation, particularly when that work takes place behind closed doors as is often the case with peripatetic music lessons;
- whose work by its nature requires some physical contact with children, for example, those working with very young children and those involved in the coaching of sport or other practical subjects where a correct technique may need to be demonstrated;
- who have high levels of access to ICT systems and, indeed, all who use the internet, email, text messaging and other forms of electronic communication;
- young employees and workers whose duties require them to work with older pupils (e.g. sixth formers) where the age differential is quite small;
- who work with especially vulnerable children for example those with special educational needs, disabilities, mental illness or those that require intimate care.

Within each school, Head Teachers will issue both verbal and written guidance from time to time and will make available appropriate training to help everyone deal with this difficult issue. A statement of guidance follows this letter. The DfE has published updated guidance for all schools on their duties to safeguard and promote the wellbeing of children, ['Keeping Children Safe in Education' \(DfE, September 2019\)](#). It is important that you are familiar with this guidance and, as a statutory minimum, have read and can demonstrate your understanding of your responsibilities in relation to Keeping Children Safe in Education Part 1 and Annex A.

Finally, having said all this, it is still important for all of us to retain an appropriate balance. The United Learning Board greatly appreciate the devotion and commitment of all of you who work in our schools. We know that your work is effective because every day you respect and care for children, enjoy their company and celebrate their achievements. The trust placed in us as we guide young people through their formative years is huge; we all need to help each other shoulder this responsibility to the very best of our ability.

Yours sincerely



Jon Coles
Chief Executive
United Learning

UNITED LEARNING NOTES OF GUIDANCE FOR STAFF-STUDENT RELATIONSHIPS 2019

This guidance is not exhaustive and is designed to set out principles rather than to give detailed and specific advice. Clearly, the circumstances in which staff work vary (e.g. working with very young children, boarding staff, sports staff, etc.); this guidance is meant to give general principles only. Indeed, for staff working with very young children in primary or nursery settings it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children. Although this advice applies primarily to teachers and to other adults with educational roles, all adults working within schools relate to students during the course of their duties; again, the general principles apply equally to all who are involved in the school. Staff should be aware that departure from this guidance could result in disciplinary action.

- 1 The relationship between staff and students is a professional one. It is fully expected – and, indeed, hoped – that staff in the school have a friendly and caring relationship with students; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on whether the child’s parents would be happy with the relationship if they were standing with you.
- 2 A personal relationship between staff and a student is inappropriate unless it is with the full knowledge and consent of the student’s parents or guardians. Circumstances in which such a personal relationship may arise might be when your own children are friends with those in the school or when you have a personal relationship with parents of children in the school. It is not normally appropriate for a member of staff to meet with a student out of school hours or off school premises except with the prior knowledge and consent of parents and the school.
- 3 In general, unnecessary physical contact with students must be avoided. In some circumstances, physical contact between a member of staff and a student is necessary and beneficial; it might be, for example, that a Reception teacher might need to pick up a 5 year old who has fallen over in the playground, a sports coach may need to demonstrate to a student how to hold a racket or a secondary teacher may give a student a gentle pat on the back as encouragement. In rare circumstances it may be appropriate for members of staff to use reasonable restraint in circumstances where a student is behaving in a manner which endangers him or herself or other people. In these situations, staff are advised to be very sensitive to the student’s likely reaction and to watch out for signs that the student is apprehensive or uncomfortable. We all have our own personal space that needs to be protected.
- 4 Over-familiar words and actions, displays of affection, discussion of one’s personal life or the personal life of the student are almost always inappropriate. Sexual innuendo is wrong in all circumstances. Staff must avoid actions, words or expressions that could be interpreted as suggesting that they have an emotional relationship with any student. In the professional staff-student relationship it is not appropriate to single a student out for favours or to suggest to a student that he or she is a special friend.
- 5 Occasionally it is necessary for professional academic reasons for staff to communicate with students out of school. Except where absolutely necessary, personal email addresses, home, mobile phone numbers, social media contact details, online aliases or text based messaging aliases must not be given, asked for or used. A staff mobile phone number might be given to students for use during an educational visit; where possible, the school’s mobile phone (if there

is one) should be used for this purpose. Pastoral matters should not normally be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a student, should pastoral matters be dealt with by personal email, using personal phone contact or other personal communication tools. In any event, records of all contacts must be kept on the student file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record. It is very difficult to envisage circumstances under which individual contact is appropriate except through official school channels.

- 6 It is not normally appropriate for students to visit a member of staff in their own home. Such a visit might be more likely within a boarding context where staff live on site and so might invite a group of students— say, a tutorial group – to their house for a meeting or for a celebration. Where such a visit does take place, it must be with the full knowledge and consent of the School and parents/guardians. If possible, more than one adult should be present on such an occasion.
- 7 With older students, where a gathering is held as part of a celebration, it is generally advisable if that is held on school premises. It is essential that professional criteria (e.g. all the students in a particular teaching or tutorial group) rather than personal criteria (e.g. selected students only) are used for inviting students, that the event is held openly, and that senior colleagues are aware of it. Staff on such an occasion have a particular duty to ensure that the supply and consumption of alcohol is appropriate, is responsible and falls within the law and the school’s guidelines on alcohol. As a rule, staff should not consume alcohol whilst in the company of children. This includes educational visits and celebratory functions. There will be occasional situations where alcohol is served either at a meal or school function and in these instances should be approved by the Head Teacher in advance.
- 8 Wherever possible when working with students, other people (adults, colleagues or students) should be present or the door should be open. All members of staff who, in the course of their professional duties, need to work on a one-to-one basis with a student (e.g. a piano lesson, a maths tutorial, etc.), must take care to ensure that the circumstances of the meeting or lesson are always entirely professional. Staff are advised to use a room which has vision panels in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. It is helpful if the meeting or lesson can be arranged during normal school hours or immediately before or after school when there are plenty of other people about. Similarly, where it is necessary for staff to drive students in their own cars, e.g. to sporting fixtures, drivers should ensure they are not alone with just one student, written parental consent should be obtained and a central dropping off point arranged rather than home drops.
- 9 Staff must avoid threatening words, raised voices and any aggressive contact such as holding, pushing, pulling or hitting, which could amount to or which could be interpreted as a criminal assault.
- 10 There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers a broad range of actions that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent injury or violence. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. This may involve either passive physical contact, such as standing between pupils, or active physical contact such as leading the pupil by the arm. Current DfE guidance is contained in [‘Using Reasonable Force:](#)

[Advice for head teachers, staff and governing bodies'](#) which can be found on United Hub. Members of staff must also ensure they are familiar with the Independent School's/Academy's physical restraint policy and procedures document.

- 11 Social networking sites used for personal use, such as Facebook, Twitter, Instagram, WhatsApp, online games, digital communication/online services and other digital media, pose risks for all staff in terms of professional integrity and the welfare of students.
 - (a) Staff must not use these sites to contact or communicate with current students, students who have recently left, or ex-students under the age of 18 or who are still in full time education. Employees wishing to befriend students who are over 18 and who have left school should do so with extreme caution and with the knowledge that any content posted on either ex-students' or their own social network, may not only compromise their own position but that of any colleagues with whom they are also friends and who may not want their content to be seen by any ex-student. Unfortunately, some students post information on their social networking sites which is inappropriate in language or visuals. To view such pages may alter your judgement of students, to be known to be viewing them may alter a student's view of you, and to comment to students about what you have seen is likely to have an impact on your professional reputation, as well as possibly causing distress to students concerned.
 - (b) Social media should not be used to address concerns regarding a student's welfare, which should instead be raised with an appropriate member of the school's SLT or safeguarding team.
 - (c) Caution should also be taken when staff become friends with parents of children at the school, or staff with children at the school, when posting or commenting on posts within social media and ensure that they do not put themselves at risk of any accusations or bring their school into disrepute.
 - (d) Should you become aware of material about yourself, the school, a student, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.

- 12 Social networking sites used for professional use, such as LinkedIn, Twitter, YouTube, and other social media, also pose risks for all staff in terms of professional integrity and the welfare of pupils.
 - (a) Before using social media for professional purposes, or as part of their teaching, staff should seek guidance and training on the risks associated with using social media.
 - (b) Staff should not follow students' personal social media feeds even though it is likely that students will be following them. It may be appropriate to follow students if done as part of an educational activity but this should be properly risk assessed and not using students' personal accounts.
 - (c) Staff are advised not to accept connection requests on sites such as LinkedIn from students. Accepting requests from ex-pupils post 16 or 18 should be used with care and thought given to how much information is visible to connections – phone numbers, email addresses etc.
 - (d) When uploading images or posting content on social media platforms, you should not link to children's online personas through tagging or mentions as this will increase the risk to them from online threats. You should also ensure you comply with the school image use policy; such as not including names with pictures and ensuring parental permission has been given before posting a child's image.

- (e) All content posted will be linked to you and your employer. Should you become aware of material about yourself, the school, a pupil, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.

- 13 If you are at all concerned about anything which has occurred or which has made you uncomfortable, you must discuss the matter with a senior colleague at the earliest opportunity, even if it turns out that nothing untoward has happened. You must make a written record, dated and signed, of any such incident.

- 14 Where any allegation of abuse is made against a teacher, other member of staff or volunteer, the Group is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

- 15 Staff will also find information relevant to staff-student relationships in the policies and procedures in their school or academy which they should make themselves familiar with and cover the following:
 - (a) Safeguarding Policy and Child Protection Policy and Procedures;
 - (b) Behaviour and Discipline;
 - (c) Physical Restraint;
 - (d) Email and Internet Acceptable Use Policy;
 - (e) Social Media Policy.

APPENDIX 5 – KEY COVID-19 RELATED CHANGES TO CHILD PROTECTION AND SAFEGUARDING POLICY

Schools are requested to redact this template policy, personalising and localising it as indicated; and highlighting all adjustments in the copy

All staff to be sent the updated policy by email, staff must then email their line manager to confirm they have read the policy and understand the policy and their role and responsibilities.

UNITED LEARNING TRUST

Sheffield Springs Academy

Wednesday 8th April 2020

CHILD PROTECTION AND SAFEGUARDING POLICY (APPENDIX 5)

CONTECT OF THIS APPENDIX

It is likely that the child protection and safeguarding policy will not accurately reflect new arrangements in response to COVID-19. This appendix provides interim policy changes and adaptations to key areas, in response to COVID-19.

The policy continues to have regard to all the local and national guidance, advice, procedures and practice as set out in the main body of this policy. It also has regard for relevant Department for Education guidance provided in response to COVID-19.

- **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers**
- **Coronavirus (COVID-19): guidance on vulnerable children and young people**

KEY AREAS

- Vulnerable children
- Local Safeguarding Arrangements
- Attendance monitoring
- Designated Safeguarding Lead – Interim Arrangements
- Reporting a concern
- Safeguarding Training and induction
- Safer recruitment/volunteers and movement of staff
- Online safety in schools and colleges
- Children and online safety away from school and college
- Peer on Peer Abuse
- Children moving schools
- Support from United Learning

VULNERABLE CHILDREN

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. (Many children and young people with EHC plans can safely remain at home).

The school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: **Anton Squillino**

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent. The school will encourage our vulnerable children and young people to attend a school, including remotely if needed.

LOCAL SAFEGUARDING ARRANGEMENTS

The process for referring a child or young person to social care continues to be via: **The Sheffield Safeguarding Hub, tel. 2734855**

For more information go to: [Referring a safeguarding concern to Children's Social Care](#)

However, the information that needs to be shared with other practitioners is growing and Sheffield Children Safeguarding Partnership and the Quality Assurance & Involvement Service have decided to create a page on the [Safeguarding Sheffield Children website where this information can be kept centrally.](#)

Here is the link:

[Coronavirus or Covid-19 https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/coronavirus-or-covid-19](https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/coronavirus-or-covid-19)

ATTENDANCE MONITORING

The school does not need to complete their usual day-to-day attendance processes to follow up on non-attendance. The school will work with social workers to agree with families whether children in need should be attending and the school will then follow up on any child that they were expecting to attend, who does not. The school will follow up with any parent or carer who has arranged care for their children and the children subsequently do not attend. To support the above, will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all

circumstances where a vulnerable child does not take up their place at the school, or discontinues, the school will notify their social worker.

DESIGNATED SAFEGUARDING LEAD – INTERIM ARRANGEMENTS

The optimal scenario for any school or college providing care for children is to have a trained DSL or deputy available on site. It is recognised by the Department for Education that this may not be possible, the school will have the following interim arrangements in place:

- Mark Shipman DSL can be contacted at all times either via email mark.shipman@sheffieldsprings.org or via the telephone number 07934295949
- Anton Squillino DDSL can be contacted at all times via email anton.squillino@sheffieldsprings.org or via the telephone number 07934295952

If/when a trained DSL or deputy is not on site, in addition to the above arrangements, a member of the senior leadership will take responsibility for coordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

All school staff will be provided with a copy of the school's interim arrangements, that will include: DSL rota, names of DSLs and contact details. This can be found on the school's website by following the link

<https://www.sheffieldsprings-academy.org/Portals/0/Safeguarding%20Support%20Poster.pdf?ver=2020-03-18-152432-930>

It is acknowledged by the Department for Education that DSL training is very unlikely to take place during this period. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

REPORTING A CONCERN

Where staff have a concern about a child, they should continue to follow the process

outlined in the school's Child Protection and Safeguarding Policy, provided they can do this remotely (if required).

If a member of staff is working remotely and cannot report a concern, they should email the Designated Safeguarding Lead via their school email and if unable to do this contact the DSL via phone. This will ensure that the concern is received.

Any concern should be reported immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher [or the Executive Head]. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email (from school email) to the headteacher. If the Head Teacher or Executive Head Teacher is the subject of the allegation, the Head must not be informed of the allegation prior to contact with Chair of the LGB, Head of Safeguarding and designated officer.

If a student or a parent/carer has any concerns as set out above, they should follow the procedure below which is also available under the Safeguarding Section of our website:

<https://www.sheffieldsprings-academy.org/learning-from-home/safeguarding>

Complaints relating to safeguarding regarding person(s) working in or on behalf of academy (including volunteers)

Where an allegation is made against any person working in or on behalf of the Academy that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children; we will apply the same principles as in our safeguarding policy.

Allegations against staff, volunteers or a designated person with responsibility for safeguarding must be reported to the Executive Principal (Mr Craig Dillon) or in his absence, the chair of the LGB (Mr Neil MacDonald) and the Director of Northern Secondary Academies (Mr Derek Davies).

The person receiving the allegation is responsible for contacting the LADO (Local Authority Designated Officer) as soon as is practicable in order to determine if it is appropriate for the allegation to be dealt with by the Academy or if there needs to be a referral to social care and/or the police for investigation. No action / further investigation should take place until / unless sanctioned by the LADO.

Allegations against the Executive Principal must be reported directly to the Chair of the LGB (Mr Neil MacDonald) and the Regional Director for Northern Academies (Derek Davies) who will be responsible for communicating with the LADO in line with the Sheffield Safeguarding Children Board (SSCB) policies and procedures.

The LADO is Steve Hill, who can be contacted on 0114 2734850.

SSCB details can be found via: <https://www.safeguardingsheffieldchildren.org.uk/>.

SAFEGUARDING TRAINING AND INDUCTION

All existing school staff will already have had safeguarding training and have read part 1 of KCSIE. The important thing for these staff will be awareness of any new local arrangements so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school or college, they will be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of KCSIE.

The existing school workforce may move between schools and colleges on a temporary basis in response to COVID-19. The receiving school will judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the school's child protection and safeguarding policy, confirmation of local processes and confirmation of DSL arrangements.

SAFER RECRUITMENT/VOLUNTEER AND MOVEMENT OF STAFF

An addendum has been added to the UL the 'Safeguarding Children HR Procedural Guidance' and should be referred to.

Link:<https://hub.unitedlearning.org.uk/school-support/hr/School%20Policies/United%20Learning%20Safeguarding%20Children%20-%20HR%20Procedural%20Guidance.docx>

ONLINE SAFETY IN SCHOOLS AND COLLEGES

The school will continue to provide a safe environment, including online. The school will ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school IT systems or recommended resources.

CHILDREN AND ONLINE SAFETY AWAY FROM SCHOOL

It is important that all staff who have contact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be reported consistent with the Child Protection and Safeguarding Policy.

Remote/online teaching should follow the same principles as set out in the school's code of conduct.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Please note.

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, and the background should contain no personal information.
- Some live classes may be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use agreed platforms.
- Staff should record, the length, time, date and attendance of any sessions held.

The School will be in regular contact with parents and carers and will use these opportunities to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. The school will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

SUPPORT FOR CHILDREN NOT IN SCHOOL

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on CPOMs, as should a record of contact that has been made.

The school recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Staff need to be aware of this in setting expectations of pupils' work where they are at home.

Support for pupils and students in the current circumstances can include existing provision in the school e.g. counselling services (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

PEER ON PEER ABUSE

Where the school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy and Safeguarding Policy.

CHILDREN MOVING SCHOOLS

It will be important for any school or college whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs coordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

SUPPORT FROM UNITED LEARNING

United Learning Central Office will provide support and guidance as appropriate via the Safeguarding Lead to enable the DSL to carry out their role effectively.