



Safeguarding Policy

Signed on behalf of Governors.....

Date.....

Review Date: July 2018

Abbeyfield Community Primary School Safeguarding Policy

Introduction

Abbeyfield Community Primary School recognises its legal duty under the Education Act 2002 and the 1989 and 2004 Children Acts and takes seriously its responsibilities to protect and safeguard the interests of all children. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

This procedures document provides the basis for good practice within the school for Child Protection work. It should be read in conjunction with Sheffield Safeguarding Children Board Policies and Procedures.

These are in keeping with relevant national procedures and reflect what the Directorate considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider 'safeguarding' responsibilities that include a duty to co-operate under the Children Act 2004. Within the context of Every Child Matters, this takes account of the need for children 'being healthy and staying safe'.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with Sheffield Safeguarding Children Board requirements and procedures.

Underpinning values

Where there is a safeguarding issue, Abbeyfield Community Primary School will work in accordance with the principles outlined in the Sheffield Safeguarding Children Board Inter-agency Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.

- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

Guidance on 'Whether this is a Child Protection Matter'

If staff have significant concerns about any child they should make them known to the school's Designated Safeguarding Lead or Designated Safeguarding Deputy These concerns may include:

Physical abuse:

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

Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, 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, though it may occur alone.

Neglect:

Is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development? Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Female Genital Mutilation

FGM is illegal in the UK and mandatory reporting to the Police will commence in October 2015.

Concerns regarding students who may be at immediate risk of, or have undergone, FGM, must be reported to the Designated Safeguarding Lead or Deputy immediately.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

'The sexual exploitation of children and young people under 18 involves situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.'

The National Working Group for Sexually Exploited Children & Young People, 2008

Online Sexual Exploitation includes:

- Online befriending, grooming and abuse
- Asking children to share indecent images of themselves
- Leverage for further demands,
- Offline meetings to sexually abuse a child
- Contact from perpetrators in other countries The speed of grooming online can be very quick - leaving little 'thinking time' for the victim. The restrained influencing of a child over several months has largely been replaced by rapid escalation to threats, intimidation and coercion.

Warning signs:

Children and young people who are being sexually exploited may be:

- Going missing from, or returning late to home or care
- Absent from or not taking part in education
- Receiving unexplained gifts or new possessions
- Having older boyfriends or girlfriends
- Increasing their use of social media, dating sites, image sharing apps etc.
- Involved in risky online relationships or meeting people befriended online
- Sharing inappropriate or indecent online images
- Becoming isolated or estranged from family and friends
- Involved in offending behaviour
- Misusing drugs or alcohol
- Experiencing sexual or other cyber-bullying
- Changing their physical appearance
- Contracting sexually transmitted infections, pregnancy and terminations
- In poor mental health, self-harming, have mood swings or changes in emotional wellbeing or having thoughts of, or attempting suicide

Follow link below for further information.

http://www.safeguardingsheffieldchildren.org/assets/1/child_sexual_exploitation_sept_16.pdf

Any member of staff who suspects or receives information that a child or young person may be involved in sexual exploitation (including suspicion that they are being groomed online), should refer their concerns to their Designated Safeguarding Lead or Deputy, who will refer the matter to Children's Social Care. Children's Social Care will initiate a child protection enquiry and contact the Sheffield Sexual Exploitation Service to consider convening a Sexual Exploitation Meeting based on the indicators of risks.

If there are concerns about the involvement of a person who:

- works with children, and/or
- is in a 'Position of Trust'

...the Local Authority Designated Officer (LADO) should be informed, via the Sheffield Safeguarding Children Advisory Service, details below.

Where appropriate, the child or young person's wishes and feelings, as well as those of their parents and carers should be sought and taken into consideration when deciding how to proceed.

However, practitioners should be aware that this may not always be in the child or young person's best interest and may put them at further risk of harm.

There are three thresholds for and types of referral that need to be considered:

Additional Needs, Child in Need or Child Protection Matter?

Is this a child with additional needs where their health, development or achievement may be adversely affected? Sheffield Children and Young People's Framework says practitioners should complete a Common Assessment Framework (CAF) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs, discuss the issues with the CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a CAF to be completed.

Is this child in need? S17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are disabled.

Is this a child protection matter? S47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

If this is a child in need, discuss the issues with the SDL/D and parents. Obtain their consent for referral to MAST or any other agency.

If this is a child protection matter, this should be discussed with the Child Protection Liaison Teacher and will need to be referred to Social Services as soon as possible.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making referrals

Where a child is registered at school, consultation must take place with the school's DSL/DSD who will often be the most appropriate person to initiate any referral. A written record of your concerns should be made using the schools internal recording form. This should then be given to the DSL/DSD who will then make the decision if a referral is needed to Social Services.

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

You should **NEVER**:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

Attendance at Child Protection Conferences

The Designated Child Protection Teacher or their deputy will be expected to attend the initial Child Protection Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings.

Protecting yourself against allegations of abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room occasionally;
- avoid working in isolation with children unless thought has been given to safeguards;
- must not give out personal mobile phone numbers or private e-mail addresses;
- must not give pupils lifts home in your cars;
- must not arrange to meet them outside of school hours;
- must not chat to pupils on the social websites.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others, parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Allegations of abuse against a professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation is received by the Headteacher or Chair of Governors, the following should be considered:
Has the staff member

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Headteacher, not the designated child protection teacher (if the allegation is against the Head then it should be dealt with by the Chair of Governors).

The Head / Chair should contact the Local Authority Designated Officer (LADO) to discuss the allegation.

This initial conversation will establish the validity of any allegation and if a referral is needed to First Response. If this is the case, a strategy meeting will be called that the Head / Chair should attend.

The decision of the strategy meeting could be:

- investigation by children's social care;
- police investigation if there is a criminal element to the allegation;
- single agency investigation completed by the school which should involve the Schools Senior HR advisor.

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

Recruitment, supervision and training for staff

When recruiting new members of staff the school follows the guidance given in the Safeguarding Children: Safer Recruitment in Education, and the Sheffield guidelines. The school ensures that CRB checks are undertaken in line with Local Authority HR policy and that references are taken up and obtained and that qualifications are verified. The school ensures that at least one member of the interview panel have attended the accredited interviewer and safer recruitment training.

Newly appointed/temporary staff will have initial training in Child Protection as part of their induction programme. They should be aware of the Sheffield Safeguarding Children Board procedures as part of that induction programme and be given a copy of the schools Safeguarding Policy.

Online-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and ICT education.

Protection is Prevention

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection teacher should be informed immediately).
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils should adhere to the school e-safety policy.

See link below for detailed information about safeguarding issues around mobile devices.

http://www.safeguardingsheffieldchildren.org/assets/1/mobile_devices_sept_16.pdf

ANTI-RADICALISATION POLICY STATEMENT

Abbeyfield Primary Academy is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Abbeyfield Primary Academy all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

LINKS TO OTHER POLICIES

The Abbeyfield Primary Academy Anti-Radicalisation policy statement links to the following policies:

- Child Protection and Safeguarding
- Policy for the Promotion of Good Behaviour

AIMS AND PRINCIPLES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Steve Hill, LADO is the LA single point of contact for Radicalisation concerns.

Local Authority Designated Officer (LADO) and Prevent:

- **Steve Hill**, tel. **2734850**

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

Links with other policies

This procedures document should also be considered within the context of other policies and documents relating to our work with children and young people. Key documents are:

- Sheffield Safeguarding Children Board procedures March 2017 (<http://www.safeguardingsheffieldchildren.org/sscb/education/policies-1>)
- Safeguarding Children: Safer Recruitment in Education: January 2007
- Every Child Matters
- School Behaviour and Attendance policies
- Sheffield Whistle Blowing policy
- Online-safety policy
- Physical Restraint policy

Resources

Safeguarding is important to all members of staff.

The governing body have to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Sheffield Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and that policies and procedures are in place in school to safeguard and promote the welfare of all pupils in the school.

Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

The Designated Safeguarding Lead in this school is Helen Best, Principal

Designated Safeguarding Deputies are Helen Croud, DHT and Julie Simpson, Learning Mentor.

The Chair of Governors and Governor for Safeguarding is Joel Hardwick

The Local Authority contacts are:

Flora Bandele & Bea Kay

Safeguarding Children Advisors, Education
Safeguarding Children and Independent Reviewing Service, CYPF
Floor 3 South, Howden House
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Sheffield S1 2SH
Tel 2053714
Fax 2736239

Flora T 0114 2053714 E Flora.Bandele@sheffield.gov.uk M 07734743258

Bea T 0114 2735655 E Bea.Kay@sheffield.gov.uk M 07772348514

Safeguarding Children Advice (practitioners only), T 0114 2053535

Online-Safety Consultant (training issues only):

Sue Finnigan:

sfinnigan@sheffieldclc.net

Tel.: 0114 4031083 or 2587728

Sheffield Safeguarding Children Board

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REVIEW September 2018

This policy will be implemented by all members of staff and monitored by the governors. It will be reviewed and adopted annually by governors. The policy is available for parents and carers on the school website.

Any of these people can be contacted if you have a safeguarding concern in the school: Helen Best, Helen Croud, Julie Simpson

All documents relating to Safeguarding are available on the following web pages:

<http://www.safeguardingsheffieldchildren.org.uk>