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## Safeguarding Policy Appendices

### General information:

#### 1. In-school procedures for safeguarding children

##### All school staff will:

- Read and be familiar with Part One of Keeping Children Safe in Education (DfE 2021).
- Take part in annual online safeguarding training via Hayes Online as directed by the Designated Safeguarding Lead.
- Take part in the Whole School Safeguarding Training via the Sheffield Safeguarding Children's Board every 3 years.

##### Everyone working in school, either paid or on a voluntary basis will:

- Be familiar with the school's safeguarding policy including issues of confidentiality.
- Be active in preventing impairment to children's mental and physical health or development.
- Remember that the child's welfare and interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Be alert to signs and indicators of possible abuse. Refer to Appendix One for current definitions of abuse and examples of harm.
- Inform the Designated Safeguarding Lead/Deputy Safeguarding Lead of concerns.
- Deal with a disclosure of abuse from a child in line with the recommendations in Appendix Two. These must be passed to one of the Designated Safeguarding Staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.
- Be expected to behave in accordance with the Guidance / Policies from Safeguarding Sheffield Children's Board.
- Be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. (Working together to safeguard children July 2018 and KCSIE September 2021). Additional information regarding contextual safeguarding is available here: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

**Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. All Saints Catholic High School recognises that the only purpose of confidentiality in this respect is to benefit the child.**

##### Mental Health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose

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behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the Designated Safeguarding Lead or Deputy.
- The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools.

## **2. Responsibilities of the Designated Safeguarding Team**

The governing body of All Saints Catholic High School will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of Designated Safeguarding Lead. At All Saints the overall lead will be Sean Pender but the day-to-day operational lead will be Sam Bell.

The **Designated Safeguarding Lead** will take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description. This person will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

At All Saints Catholic High School, the **Designated Safeguarding Deputy** will be trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.

- All schools must ensure the Designated Safeguarding Lead for child protection leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection. These must be evidenced by minutes and records.
- The Designated Safeguarding Lead must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.
- Where the school has concerns about a child, the Designated Safeguarding Lead will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- The Designated Safeguarding Lead is responsible for referring all cases of suspected abuse to Children's Social Work Service Duty and Advice Team. Keeping Children Safe in Education (DfE 2020) dictates that anyone in the school setting can make a referral, however, wherever possible this should be done by an appropriately trained designated safeguarding staff member. In the case of Female Genital Mutilation (FGM), the person discovering this should make the referral.
- The Designated Safeguarding Lead / Deputy will liaise with the Head Teacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the designated safeguarding team feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Child protection records will be stored securely. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

- Access to these by staff other than the designated staff will be restricted.
- Designated staff must ensure each member of staff and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff – this will be via a structured induction programme.
- Designated staff must obtain access to resources and attend any relevant or refresher training courses. This is in order that designated staff have a working knowledge of the assessment process for providing early help and intervention, for example, through locally agreed common and shared assessment processes such as early help assessments and of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Designated staff must encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- Ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding policy is on the school's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority and SSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Designated Safeguarding Staff must have attended the 2-day Advanced Safeguarding Training. They will attend refresher training at least every year.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from Safeguarding Sheffield Children Board.

## **2.2 Responsibilities of the Governing Body**

- They are responsible for liaising with the Head teacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- The nominated Safeguarding Governor will support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The designated lead officer and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- The Designated Safeguarding Lead must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/SSCB. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school/college.
- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate arrangements challenge and support for any action to counter areas of weakness and progress areas for development in the school safeguarding arrangements.
- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher, the principal of a college or proprietor or member of governing body of an independent school.
- In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) within one working day.
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

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- Governors, including the Nominated Governor will attend specific training on their role, updated at least every three years.

### 3.1 Child Protection Records

- Child protection records should be held securely with only the designated team or headteacher having access. The following information must be kept securely:
  - Chronology
  - Any child protection information received from the child's previous educational establishment
  - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
  - Professional consultations
  - Letters sent and received relating to child protection matters
  - Referral forms (sent to Children's Social Care, other external agencies or education-based services)
  - Minutes or notes of meetings, eg child protection conferences, core group meetings, etc, copied to the file of each child in the family, as appropriate
  - Formal plans for or linked to the child, eg child protection plans, early help, risk assessments etc.
- Where children leave the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- There is no need to keep copies of the child protection file, apart from the chronology summary and in either of the following instances:
  - Where a child transfers out of area (the original file should be retained by the school and a copy sent).
  - Where a vulnerable young person is moving to a Further Education (FE) establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by the school and a copy sent.
  - Where the destination school is not known, (the original file should be retained by the school)
  - Where the child has not attended the nominated school (the original file should be retained by the school)
  - There is any on-going legal action (the original file should be retained by the school and a copy sent)
- Children records should be transferred in a secure manner. Records can be transferred via CPOMS if the receiving school operates this system. Otherwise, where possible, this will be done by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt.
- If a pupil moves from our school, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature. Good practice dictates that this should always be done with a face-to-face handover.
- If sending by post children records should be sent, "Special Delivery", a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the

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records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the local authority children's services EHE team, following the above procedure for delivery of the records.
- When a Designated Safeguarding Lead/ member of staff resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All Designated Safeguarding Team members receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

### **3.2. Archiving**

Responsibility for the pupil record once the pupil leaves the school:

- The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to Children's Social Work Social Services. If no referral has been made to Children's Social Work Service the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher).

### **3.3. Access to files**

A pupil or their nominated representative has the legal right to see their file at any point. This is their right of subject to access under GDPR. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

### **3.4. Children's and parent's access to child protection files**

- Under GDPR, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
  - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
  - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
  - is likely to prejudice an on-going criminal investigation; or



- the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from legal services.
- The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

### **3.5 Safe Destruction of the pupil record**

- Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records that have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of GDPR 2018 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes, the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

## **4. Information sharing**

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If Designated Safeguarding Leads are in doubt, they should consult the Sheffield Safeguarding Hub on 0114 2734855.
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
  - place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
  - prejudice the prevention, detection or prosecution of a crime; or
  - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult;
- Consent should not be sought if the establishment is required to share information through a statutory duty, eg section 47 of the Children Act 1989 as discussed above, or court order.
- Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the SSCB procedures and contact Children's Social Care Duty and Advice team to discuss their concerns.
- In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach

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parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.

- Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
  - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
  - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
  - For schools, not providing pupils' personal data where the serious harm test under legislation is met. For example, in a situation where a child is in a refuge or other form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and GDPR. Where in doubt schools should seek independent legal advice.

Further details on information sharing can be found:

- In chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- At Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- At The Information Commissioners' Office (ICO) which includes ICO GDPR FAQ's and guidance from the department
- In Data Protection: toolkit for schools- Guidance to support schools with data protection activity, including compliance with the GDPR.

Staff should not assume a colleague, or another professional will act and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (KCSIE 2020)

## **5. Multi-agency work**

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements. We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Care. Referrals (contact) should be made, by the Safeguarding Designated Staff to Sheffield Safeguarding Hub (0114 2734855). Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

- We will co-operate with Children's Social Care where they are conducting child protection enquiries. Furthermore, school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation implementation and review of the plan as appropriate.
- When a pupil who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved.

## **6. Creating a safe environment**

- We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.
- Relevant and current issues will be addressed through the curriculum.
- We will offer appropriate support to individual children who have experienced abuse or who have abused others.
- Our school will support all pupils by providing them with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it' (KCSIE 2021).

## **7. Radicalisation/Extremism**

Children are vulnerable to extremist ideology and radicalisation. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether 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.

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. 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 Designated Safeguarding Lead (or deputy) making a referral to the Channel programme.

It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. From more than 4,000 referrals to the



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Channel process (a multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

## **8. The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Headteacher/identified governors/DSL/DDSL have received Prevent training and this has been disseminated to staff in school.

PREVENT is part of the UK’s counter terrorism strategy, it focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

### **Responding to concerns**

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the Designated Safeguarding Lead who should contact the Safeguarding Sheffield Hub for advice on 0114 2734855.

PREVENT does not require staff to do anything in addition to their normal duties, what is important is that if staff are concerned that someone is being exploited in this way they have the confidence to raise these concerns. The Education & Early Years Child Protection Team and the PREVENT lead can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available.

## **9. So-called ‘honour-based’ abuse (Including Female Genital Mutilation and Forced Marriage)**

So-called ‘honour-based’ abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and

should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

## **Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). 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. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>99</sup> that requires a different approach (see following section).

## **10. FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's Designated Safeguarding Lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (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 in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

The following FGM Fact Sheet, is a useful summary of the FGM mandatory reporting duty:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

## **11. Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include, but is not limited to:

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

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## 12. Domestic Violence

Our school is fully engaged in Operation Encompass and we recognise the importance of all staff having a basic understanding in relation to domestic violence and the impact it can have on children.

Operation Encompass is a process used to inform schools when the police have attended an incident of domestic abuse, where domestic abuse incidents have occurred in the homes of their pupils since the previous school day.

The purpose of the information sharing is to ensure schools have more information to support safeguarding of children. By knowing that the child has had this experience, the school is in a better position to understand and be supportive of the child's needs and possible behaviours. Operation Encompass will complement existing safeguarding procedures.

### How will it work?

Police will share information with the Sheffield Safeguarding Hub team, providing a list of children of school age each morning who have been affected by domestic abuse incident the previous day. Staff from the Sheffield Safeguarding Hub team will identify the school the child attends and e-mail the school before 9am, and inform the Head teacher and/or the Designated Safeguarding Lead that a child at their school has been affected by a Domestic Violence incident. The school will be informed simply that there was an incident and the name of the child. Basic information will be given at that point. The staff in contact with those pupils will then be in an informed position to support them in a way that is right for that particular child or young person, either with silent or overt support.

The single most critical factor in how children cope with exposure to domestic violence is the presence of at least one loving and supportive adult in their life. Children without any support, who are isolated or lack nurturing adults in their lives, are more negatively affected by their exposure to domestic abuse.

When we receive an Encompass notification at All Saints Catholic High School, we will:-

- Be supportive and understanding of the child's needs and possible behaviours.
- Share this information on a need to know basis e.g. the class teacher.
- Allow time for the child to talk about how they feel and what has happened.
- Develop a trusting relationship with the child and the parent.
- Go at the child's pace; follow their lead.
- Monitor their feelings of safety and security
- Support possible safety planning.
- Acknowledge what they have been through or what they are going through.
- Help them make sense of what has happened/ is happening.
- Monitor children at the start of the day; monitor attendance if required.
- Make referrals/signpost to support services for the child and/or parent.
- Help the child make sense of the way they are feeling and behaving – wishes and feelings work.
- Help the child to develop coping strategies.

## 13. Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

#### **14. Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with Special Educational Needs and Disabilities (SEND) and Lesbian, Gay, Bisexual and Transsexual (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

#### **15. Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. 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. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

#### **16. Child criminal exploitation: county lines**

Criminal exploitation of children 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 transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## **17. Child Sexual Exploitation**

Child sexual exploitation is a form of child 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. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- 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 child 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.

## **18. Children with special educational needs and disabilities**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and may be more vulnerable to abuse. All Saints Catholic High School acknowledges additional barriers can exist when recognising abuse and neglect in this group of children. 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.



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To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing body.

## 19. Online Safety

Our Data Protection Officer has lead responsibility for online safety.

- All Saints Catholic High School recognises that all members of the community have important roles and responsibilities with regards to online safety.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (Sexting), or online bullying.

### **The leadership and management team will:**

- Ensure that online safety is viewed as a safeguarding issue and that practice is in line with national and local recommendations and requirements.

- Ensure there are appropriate and up-to-date policies regarding online safety; including a staff code of conduct/behaviour policy and/or acceptable use policy, which covers acceptable use of technology. (Amend as appropriate)
- Ensure that suitable and appropriate filtering and monitoring systems are in place and work with technical staff to monitor the safety and security of our systems and networks.
- Ensure that online safety is embedded within a progressive curriculum, which enables all learners to develop an age-appropriate understanding of online safety.
- Support the DSL and any deputies by ensuring they have sufficient time and resources to fulfil their online safety responsibilities.
- Ensure there are robust reporting channels for the community to access regarding online safety concerns, including internal, local and national support.
- Ensure that appropriate risk assessments are undertaken regarding the safe use of technology.
- Audit and evaluate online safety practice to identify strengths and areas for improvement.

## **Filters and monitoring**

Education broadband connectivity is provided through Schools broadband.

- We use Smoothwall/Visigo which blocks sites which can be categorised as: pornography, racial hatred, extremism, gaming and sites of an illegal nature.
- The filtering system blocks all sites on the Internet Watch Foundation (IWF) list.
- If learners discover unsuitable sites, they will be required to:
  - turn off monitor/screen and report the concern immediate to a member of staff.
  - The member of staff will report the concern (including the URL of the site if possible) to the DSL (or deputy) and/or technical staff.
  - The breach will be recorded and escalated as appropriate.
  - Parents/carers will be informed of filtering breaches involving their child.
- Any material believed to be illegal will be reported immediately to the appropriate agencies.
- Technology in this area evolves and changes rapidly. The Governing Body will review this policy at least annually.
  - The policy will also be revised following any national or local policy requirements, any child protection concerns or any changes to the technical infrastructure
- We will regularly monitor internet use and evaluate online safety mechanisms to ensure that this policy is consistently applied.
- To ensure they have oversight of online safety, the headteacher will be informed of online safety concerns, as appropriate.
- The named governor for safeguarding will report on a regular basis to the governing body on online safety practice and incidents, including outcomes.
- Any issues identified via monitoring will be incorporated into our action planning.
- The governing body of All Saints Catholic High School will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governing body will ensure the school has appropriate filters and monitoring systems in place.
- Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, the governing body will consider the age range of the pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.
- The governing body will also have regard to the following:
 

*Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.*

## **20. Safer Recruitment, selection and pre-employment vetting**

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2021).

- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. As an academy, our Chair of Governors will acquire his DBS through the Secretary of State for England.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Sheffield SSCB.
- The school will ensure that where relevant, individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

## **21. Procedures in the event of an allegation against a member of staff or person in school**

At All Saints Catholic High School, the following procedures will be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has: -

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

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Head teacher immediately. If the complaint involves the head teacher then the next most senior member of staff must be informed and the Chair of Governors. The head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with their schools HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), within one working day.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Head teacher/a senior member of school staff/Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

### **Supply teachers**

In some circumstances, schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business.

- Schools should ensure allegations are dealt with properly.

- In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the Designated Officer to determine a suitable outcome.
- Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or to redeploy them to another part of the school, whilst they carry out their investigation.
- Agencies should be fully involved and co-operate in any enquiries from the Designated Officer, police and/or children's social services.
- The school will usually take the lead
- Supply teachers are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support if an allegation is made.
- The allegations management meeting which is often arranged by the Designated Officer should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.
- When using an agency, schools should inform the agency of its process of managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

## 22. Procedures for dealing with poor attendance or children that are regularly missing

Unless authorised by the school, absence will be classed as unauthorised. A letter of explanation from the parents does not authorise an absence: only the school's acceptance of the explanation offered authorises the absence. Parents should ensure that the school has at least two emergency contacts for their child.

- If no contact has been made by a parent/carer the school will initially make a phone call to the parent carer and if no contact is made school will arrange a home visit, if no contact is made via the home visit **a letter will be sent out to parents.**
- If there are any doubts about the legitimacy of any notes or reasons given for absence this should be reported immediately to the Head teacher who will contact home and in some cases may seek further advice and guidance from the Attendance and Inclusion Officer.
- Where a pupil is frequently late, parents will be contacted via letter informing them of their child's lateness and need for improvement.
- The school action plan to improve attendance will be reviewed each term
- The school will identify and monitor pupils whose attendance gives cause for concern. This being the 90 % or less. A tiered letter system will operate for any child whose absence falls below the 97.2 % school target. Parents may then be invited in for a meeting with the Head Teacher.
- Referrals may be made to Multi Agency Support Team (MAST) Early Help for additional support where support needs are identified.
- Returns on persistent absences will be monitored by the Family Liaison and Attendance Officer.
- Appropriate strategies will be employed in order to address the attendance of individuals.
- Where attendance improves to an acceptable level the pupil will be removed from the concerns list.

## 23. Private fostering – Part 9 of the Children Act 1989

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

## **Definitions and indicators of abuse**

Reference: *What School and College Staff Should Look Out For' KCSIE 2021)*

### **Early help**

Any child may benefit from early help, but all school and college 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 at risk of modern slavery, trafficking or exploitation;

### **Abuse and Neglect**

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

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

### **Neglect**

**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 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.

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately clad for the weather

Poor school attendance or often late for school

Poor concentration

Affection or attention seeking behaviour

Untreated illnesses/injuries

Pallid complexion

Stealing or scavenging compulsively

Failure to achieve developmental milestones, for example growth, weight



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Failure to develop intellectually or socially  
Neurotic behaviour

### **Physical abuse**

**Physical abuse: 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.**

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds

Fractures

Bald patches

Symptoms of drug or alcohol intoxication or poisoning

Unaccountable covering of limbs, even in hot weather

Fear of going home or parents being contacted

Fear of medical help

Fear of changing for PE

Inexplicable fear of adults or over-compliance

Violence or aggression towards others including bullying

Isolation from peers

### **Sexual Abuse**

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse as can other children

Examples which **may** indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge

Anal or vaginal discharge, soreness or scratching

Reluctance to go home

Inability to concentrate, tiredness

Refusal to communicate.

Thrush, Persistent complaints of stomach disorders or pains

Eating disorders, for example anorexia nervosa and bulimia

Attention seeking behaviour, self-mutilation, substance abuse

Aggressive behaviour including sexual harassment or molestation

Unusually compliant

Regressive behaviour, enuresis, soiling

Frequent or open masturbation, touching others inappropriately

Depression, withdrawal, isolation from peer group

Reluctance to undress for PE or swimming

Bruises, scratches in genital area

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## **Emotional abuse**

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 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (*including cyber 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

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self-deprecation  
Delayed physical, mental, emotional development  
Sudden speech or sensory disorders  
Inappropriate emotional responses, fantasies  
Neurotic behaviour: rocking, banging head, regression, tics and twitches  
Self-harming, drug or solvent abuse  
Fear of parents being contacted  
Running away / going missing  
Compulsive stealing  
Masturbation, Appetite disorders - anorexia nervosa, bulimia  
Soiling, smearing faeces, enuresis

**N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.**

## **Responses from parents**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

## Dealing with a disclosure of abuse

### **When a child tells me about abuse s/he has suffered, what must I remember?**

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### **Immediately afterwards**

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to **Children's Social Care** without delay, by the Head teacher / Designated Safeguarding Lead/staff using the correct procedures as stated in the guidelines.

## Referring your safeguarding concern

### If you are worried about a child, you must:

- Discuss your concerns **verbally** & straight away with the Designated Safeguarding Lead/Deputy (DSL/D)
- Write it down & give (or send securely) to the DSL/D to kept in the pupil's safeguarding file

After the initial discussion the DSL/D will check any information at your setting & with involved agencies.

These checks **must not** delay referral of a pupil who is **suffering or likely to suffer significant harm**.

In all safeguarding situations the setting **must** use a professional interpreter (not a family member) who understands safeguarding issues if the family do not speak or understand English well.

### Early help:

Informed parental consent is required to complete & share an early help assessment for a child and family.

If the child & family need early help from another agency, the DSL/D can complete an [Early Help Assessment \(EHA\) part 1](#).

If there are multiple needs or if the early help has not had a positive outcome, the DSL/D can complete a [Family Common Assessment \(FCAF\)](#) (or MyPlan or Education, Health & Care Plan) with the parents, carers & any practitioners who are already involved.

The DSL/D should organise [Team around the Family](#) (TAF) meetings with the family & involved practitioners to discuss, organise & review support.

The EHA1 & FCAF can be sent **securely** to MAST for further discussion and to help coordinate support.

### Child protection concerns:

The DSL/D will refer a child that is 'suffering or likely to suffer significant harm' **immediately** by ringing and speaking to:

- the allocated social worker or their manager, or
- the [Sheffield Safeguarding Hub, tel. 2734855](#) If there is no allocated social worker

Consent is **not** required for referrals of significant harm, but you should inform parents if safe to do so.

### The Sheffield Safeguarding Hub:

- will collect information from involved agencies and decide what further action is required
- does not take calls 'for information only' - record such information on your child protection file

DSL/Ds should follow up their referral in writing on a [Multi-Agency Confirmation Form \(MACF\)](#) within 24 hours, and send via the [AnyComms](#) system

The Hub **must** acknowledge receipt of the MACF within 72 hours and feedback on the outcome.

If you haven't been told the outcome by the Safeguarding Hub within 3 days, always follow it up.

### Referral checklist:

Have the child's education & safeguarding information with you & call from a place where you won't be interrupted or overheard.

Explain your concern & give information about:

#### The child/young person:

- Name, address, date of birth
- Presentation, hygiene, home environment
- Academic ability and achievement
- Attendance, punctuality, how long on roll
- Behaviour, response to rules & boundaries
- Relationships, bullying, discrimination
- Child/young person's view about their home life
- Health issues, learning difficulties/needs

#### The family:

- Who has parental responsibility for the pupil?
- Who do they live with?
- Does anyone involved have special needs?
- Who accompanies the pupil to school events?
- Other significant friends or relatives
- Parenting concerns such as domestic abuse, mental health, substance misuse
- Care, safety, guidance, protection, support
- Family history, functioning
- Environment, housing, finance, unemployment, social & community integration

#### Previous support:

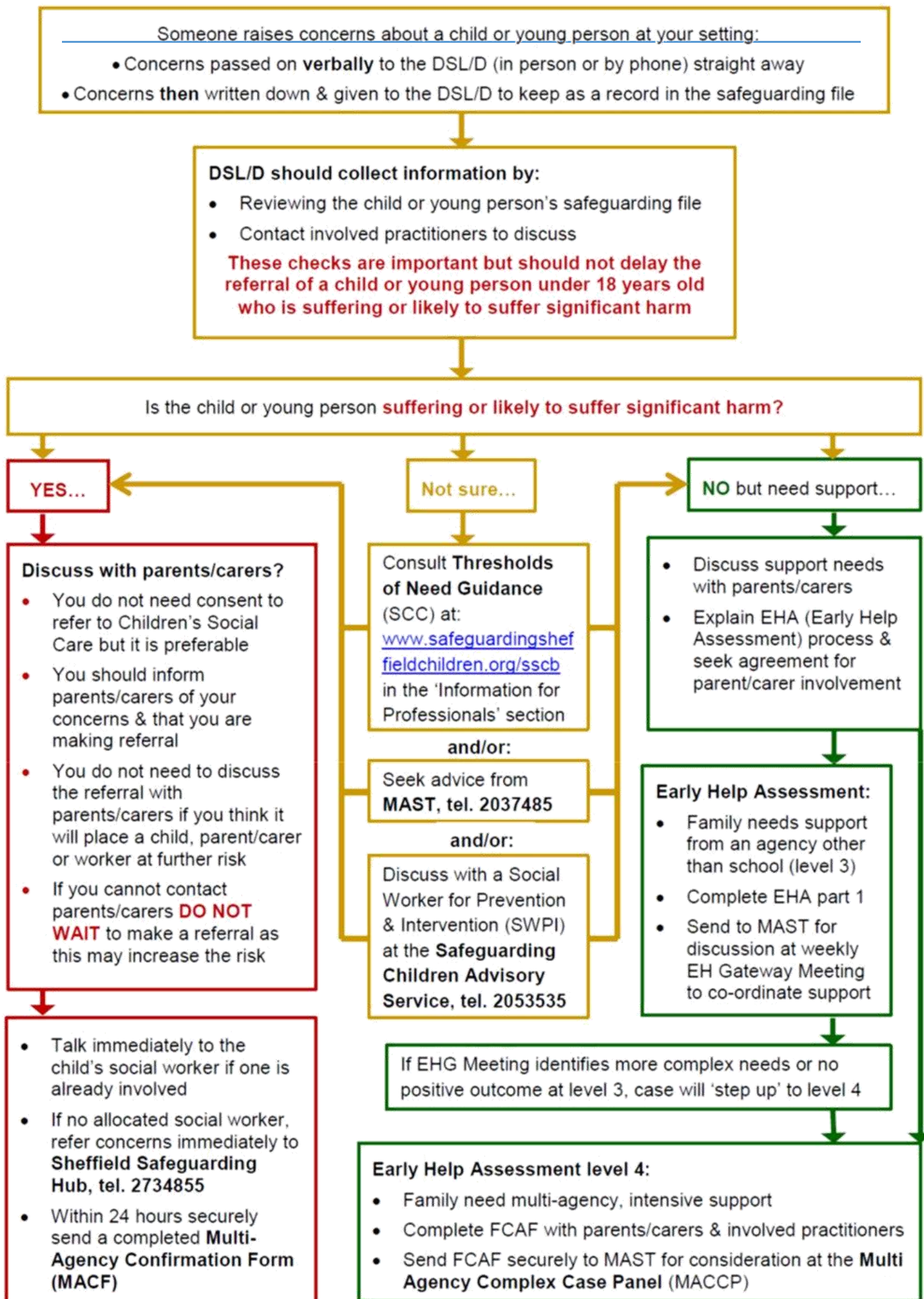
- Support tried, currently offering, what works?
- Other services involved with the child/family
- Previous education settings attended
- Previous/current assessments

### Useful resources:

- Sheffield referral processes are described in the Thresholds of Need Guidance at: [www.safeguardingsheffieldchildren.org/sscb](http://www.safeguardingsheffieldchildren.org/sscb)
- Contact details for Sheffield Children's Social Care are here: [Safeguarding Sheffield children website](#)
- If necessary, anyone can refer a child to the Sheffield Safeguarding Hub, tel. 2734855
- For the full Sheffield Children Safeguarding Partnership (SCSP) guidance, go to: [Making a Referral following the Identification of Child Safety and Welfare Concerns](#)



## Safeguarding concerns - flow chart for education settings





## Allegations of abuse against staff & volunteers

**These procedures apply to an adult who works (paid or unpaid) in an education setting & 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
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Working Together to Safeguarding Children, DfE 18  
Keeping Children Safe in Education, DfE 20

**All allegations should be:**

- Dealt with by the Head Teacher, Principal, Proprietor, Chair of Governors/Management Committee **i.e. the Case Manager**; even if not the employer (including leading investigations e.g. where supply agencies are involved)
- Responded to quickly, fairly & consistently, protecting the child or young person whilst supporting the person subject to the allegation
- Systematically recorded by the LADO & Case Manager, detailing all decisions & actions.

The Case Manager should inform the LADO **within one working day** of an allegation that may meet the criteria above, to consider the nature, content & context & agree a course of action (see process checklist overleaf). The Designated Safeguarding Lead/Deputy should **ONLY** liaise with the “case manager” & LADO about child protection concerns, NOT employment issues.

**Employers have a ‘duty of care’ and should:**

- Act to minimise the stress in this process
- Inform employees as soon as possible unless the police/children’s social care object
- Provide appropriate support to employees
- Appoint a named person to keep the employee informed of the progress of the case
- Advise employee to contact their trade union
- Give access to welfare counselling or medical advice if provided by the employer
- Maintain confidentiality
- Advise all parties about reporting restrictions preventing the publication of material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil/student from the same school or college

**Considerations:**

- Apply procedures with common sense & judgement
- If the allegation is about physical contact, the strategy discussion should consider whether ‘reasonable force’ has been used
- All options to avoid suspension should be considered prior to taking that step
- If investigation by the police or children’s social care is unnecessary, the Case Manager should consider further options with the LADO
- Resignation/ceasing service provision should not prevent an allegation being followed up
- ‘Compromise agreements’ must never be used
- Referral to the Disclosure & Barring Service (DBS) must be made if the criteria are met
- Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references
- A phased return and/or the provision of a mentor may be appropriate if staff have been away from work during investigation

At the end of a case where the allegation is substantiated, the LADO should review the case with the case manager and the relevant Safeguarding Children Advisor, Education, to identify any improvements that are required.

**Local Authority Designated Officer (LADO):  
tel. 07814 382 424**

**To make a referral:**

- download & complete the [LADO request form](#)
- securely email to [steven.hill@sheffield.gov.uk](mailto:steven.hill@sheffield.gov.uk)

**Do not investigate this matter yourself before getting advice and support from the LADO**

**Potential investigation outcomes:**

- **Substantiated:** sufficient evidence to prove allegation
- **Malicious:** sufficient evidence to disprove the allegation & is a deliberate act to deceive
- **False:** sufficient evidence to disprove the allegation
- **Unsubstantiated:** insufficient evidence to prove/disprove allegation, not implying guilt or innocence

## Allegations of abuse against staff & volunteers

### Process checklist:

#### Action required to secure the immediate safety or well-being of child/young person:

- Does the child or young person need medical attention, to be removed from the scene of an incident, or a member of staff to look after them until their mother, father or carer arrives? Take required action.
- Report incident or concern to Head Teacher, Principal, Chair of Governors, Head of Service etc immediately

#### Action required from Head Teacher, Principal, Chair of Governors, Head of Service etc.:

- Do the police need to be involved immediately, e.g. if there is an immediate risk to children or if an offence may have been committed? Take required action.
- Record dates/times of alleged incidents, details of those involved and any potential witnesses
- Gather & secure any already existing evidence, but do not take statements, this is a police role
- Listen to the child/young person, encourage them to speak but do not lead or probe
- Verify that the alleged event(s) could have happened: e.g. was the member of staff on duty and present when the alleged incident took place? Are there potential witnesses?
- **Contact the LADO immediately** if advice is needed, otherwise **securely email** (e.g. use encrypted attachment) the information to the LADO at [steven.hill@sheffield.gov.uk](mailto:steven.hill@sheffield.gov.uk) or tel. **07814 382 424**

**The LADO will determine the nature and scope of the investigation and consultation with the police/social care; responsibility for employment matters rests with employer but will form part of the advice given.**

- After consultation with the LADO, inform the accused person, providing them with as much information as possible, unless the police and Children's Social Care are involved and need to agree what information to disclose and when
- Consider whether suspension is needed or if an alternative arrangement can be made until the allegation is resolved
- Inform mothers, fathers or carers as soon as possible (or as advised, if police/social care need to be involved or a strategy discussion is required)
- Contact your Human Resources Service, especially if suspension or other action is being considered pending an investigation
- Decide what, if anything, you can tell other staff members, considering confidentiality, the views of the member of staff and their representative
- No details should be discussed with other people – all staff must observe confidentiality
- All parties should be advised about reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil/student from the same

### Useful web links/resources:

- [Keeping Children Safe in Education, DfE 2020](#)
- [Working Together to Safeguard Children, DfE 2018](#)
- [Sheffield Children Safeguarding Partnership Safeguarding & Child Protection Procedures](#)

### Related documents: [Safeguarding Sheffield Children website](#), [education](#), [policies](#), [procedures & guidance](#):

- Behaviour Guidance & Positions of Trust
- Designated Safeguarding Lead & Deputy Role
- Governing Body Safeguarding Role

## **Individual school procedures for All Saints Catholic High School**

- Child Protection (CP) records will be stored securely via CPOMS system. Individual files including Operation Encompass notifications will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation
- All employed staff have a CPOMS log-in – access rights are assigned to each user with only members of the schools safeguarding team (ie DLS & DDSLs) having full access rights
- A separate CP file must be created regardless of whether formal CP procedures have been initiated. For some children this single record will be the only concern held for them over their time in the establishment. For others, further information may well be accumulated from a variety of sources over time
- Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school- this is automatically done on CPOMS system
- Vehicles for informing parents/carers about our safeguarding policy are: School prospectus, website, newsletter, and new families' induction/home visits.

### **Useful Contact Numbers**

**Bea Kay**

[Bea.Kay@sheffield.gov.uk](mailto:Bea.Kay@sheffield.gov.uk)

Tel.: 0114 2735655

Mobile: 07772348514