



Child Safeguarding Policy

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SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

Safeguarding and promoting the welfare of children is **everyone's** responsibility. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

All professionals should make sure their approach is child-centred.

MUNDELLA PRIMARY PRINCIPLES FOR CHILD PROTECTION AND SAFEGUARDING CHILDREN

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WIDER SAFEGUARDING ROLES: [See APPENDIX A](#)

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SCOPE

This Policy and Procedure reflects the current statutory guidance of part one from 'Keeping Children Safe in Education' 2021. This policy and its procedures do not form part of the contract of employment; however, they apply to all full and part time employees of the school, including those employed on temporary or fixed-term contracts. Volunteers and contractors who offer their services to the school and parents will be made aware of this document.

The school's Policy and Procedures will apply at all times when the school is providing services or activities directly under the management of **Mundella Primary** school staff. This Policy and Procedure will be reviewed annually and may be amended from time to time. Should any deficiencies or weaknesses in Child Protection arrangements become apparent, these will be remedied without delay and maybe changed before the annual date.

PURPOSE AND PRINCIPLES

Mundella Primary school will strive to ensure that all pupils remain safe and free from harm and are committed to playing a full and active part in the Multi-Agency response to Child Protection concerns. It is recognised that Schools and their staff are an important part of the wider safeguarding system for children. The purpose of this document is to ensure that **all** staff are aware of the arrangements that Mundella Primary school have in place for safeguarding and promoting the welfare of its pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position.

KEY DEFINITIONS AND CONCEPTS

Child

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit Mundella Primary School as well as all pupils of school.

The Department for Education (DfE) 'Keeping Children Safe in Education' 2021, states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Safeguarding children's welfare encompasses matters such as bullying and health and safety, (about which there are specific statutory requirements) together with a range of other issues. For example, arrangements for meeting the medical needs of children with Medical Conditions, providing First Aid, School Security, Drugs, HSE, Alcohol and Substance Misuse, Attendance, Admissions, Exclusions, Preventing Extremism and Radicalisation, CSE, EHA, Managing Allegations, Whistle-blowing, Supply staff monitoring - the school retains the lead responsibility as they are "working under the supervision, control and direction" of governors/proprietor, mandatory reporting duty for FGM, Valuing Equality, Racist Incidents, Harassment & Discrimination, School Security & Physical Environment, ICT/Online Safety- including Online safety at home, Mental health, Meeting the needs of vulnerable pupils to ensure ongoing assessment of support and progress, Safe Recruitment and Selection, or any other safeguarding which the DfE have issued guidance on. Details of the School's policies in these areas are contained in other documents and can be accessed via our school website or requested via the school office.

Safeguarding

Safeguarding and promoting the welfare of children is defined in KCSIE 2021 as:

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

Child Protection

Is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

Significant Harm

The definition of significant harm is not prescriptive. The interpretation will depend largely on professional judgement, based on the known facts. It can include inappropriate touching, an assault, or a series of compounding events e.g. bullying. Other factors to be considered include the age and vulnerability of the child, the degree of force used, the frequency of the harm, the nature of the harm in terms of ill treatment, and the impact on the child's health and development.

THE ROLE OF THE SCHOOL STAFF

Key Principles:

- The child's welfare is paramount.
- All children have an absolute right to a childhood free from abuse, neglect or exploitation.
- All schools' staff have a responsibility to provide a safe environment in which children can learn.
- Everyone who comes into contact with children and their families have a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

At Mundella Primary this means that:

- All members of **Mundella Primary** staff have a responsibility to be mindful of issues related to children's safety and welfare and a **duty to report and refer** any concerns however "minor" they appear to be. NB It is **NOT**, however the role of school staff to investigate those concerns.
- The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to give advice on the response to safeguarding concerns.
- Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is subject to Child Protection Plan, information about the child and their circumstances will only be shared on a "need to know" basis.
- Mundella Primary School is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- Concerns about abuse/a child's welfare should follow the referral processes set below, staff may be required to support social workers and other agencies following any referral.
- When children make allegations about abuse or neglect staff will always: listen to the child, take their comments seriously and, where appropriate, the allegations will be investigated thoroughly by the child's social worker.
- All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and

professionals in an early help assessment. The '5 Levels of Need' are designed to show which support level is appropriate to access the appropriate help - available to view on the staff notice boards.

- The Teachers' Standards (2012) state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff are aware that if a child is suffering, or is likely to suffer from harm, it is important that a referral to Children's Social Care (and if appropriate the police) is made immediately. Referrals should follow the local referral process - See appendix B

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. 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.

WHAT SCHOOL STAFF NEED TO KNOW

All staff should be aware of systems within their school which support safeguarding and these are explained to them as part of staff induction and subsequent training. Staff will sign to say they have read and understood the following safeguarding documentation. This should include:

- the Child Protection policy;
- the Behaviour policy;
- the Staff Handbook;
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies
- Copies of the policies, along with Part 1 of Keeping Children Safe (2021) should be provided to staff as part of their induction process.

All Mundella Primary staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required to provide them with relevant skills and knowledge to safeguard children effectively.

All Mundella Primary staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

All Mundella Primary staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

All Mundella Primary staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

All Mundella Primary staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.

All Mundella Primary staff members working with children in our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members at our school are unsure, they know they should always speak to the designated safeguarding lead.

All Mundella Primary staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

If a child is in **immediate danger** or is **at risk of harm**, staff should discuss the concerns with the DSL or DSD immediately. If unable to contact the DSL or DSD a referral should be made to [Sheffield Safeguarding Hub at Moorfoot \(0114 2734855\)](#), [Social Care West Team \(0114 2734491\)](#) or [West MAST \(0114 2037485\)](#) and/or the police immediately via 101 or, in an emergency, 999. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

You are not required to inform the parents of your referral if you are concerned that by doing so it will put the child in further danger, e.g. if you are concerned that the child is being abused by a member of the family.

TYPES OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. The definition of harm has recently been expanded to include 'impairment suffered from seeing or hearing the ill treatment of 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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- 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.

Working Together to Safeguard Children 2018 states that neglect remains the most common form of child abuse across the UK and in Sheffield. Neglect is one of the forms of child abuse where there are opportunities to improve identification, make predictions about the likelihood of its continued occurrence and take more effective and earlier interventions to reduce the impact on a child. Research from Serious Case Reviews has shown that there are often a number of missed opportunities to identify early emerging patterns of neglect, but sadly those opportunities are either not recognised or not responded to. This is why our school promotes the Early Help Process.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 acts of sexual abuse, as can other children.

Indicators of abuse and neglect

The school acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. The child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- Have an injury for which the explanation seems inconsistent
- Describe what appears to be an abusive act in which they were involved - verbally or in written form such as an essay or drawing
- Show unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time.
- Conversation of concern is seen/heard
- Demonstrate age inappropriate sexual awareness
- Engage in sexually explicit behaviour in games/PE or other areas of the school
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected
- Have difficulty in making friends
- Be prevented from socialising with other children
- Showing signs of depression, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite
- Lose weight for no apparent reason
- Become increasingly dirty or unkempt, with inadequate or damaged clothing

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse is actually taking place. It is **not** the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

MENTAL HEALTH

It is acknowledged that poor parental and/or child mental health can have a significant impact on the development and attainment of the child. Education staff are "well placed" to observe children day-to-day and identify behaviour suggestive of a mental health problem or being at risk of developing one. **All** staff have an awareness that mental health problems can be seen as an indicator of abuse, neglect or exploitation and they understand the lasting impact of abuse, neglect and ACEs and impact on mental health, behaviour & education.

More information can be found in the mental health and behaviour in schools guidance. 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 a deputy.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

ACE's - Adverse Childhood experiences

Adverse Childhood Experiences (ACE) refer to some of the most intensive and frequently occurring sources of stress that children may suffer early in life. Such experiences include multiple types of abuse; neglect; violence between parents or caregivers; other kinds of serious household dysfunction such as alcohol and substance abuse; and peer, community and collective violence, global concerns - pandemic.

It has been shown that considerable and prolonged stress in childhood has life-long consequences for a person's health and well-being. It can disrupt early brain development and compromise functioning of the nervous and immune systems. In addition because of the behaviours adopted by some people who have faced ACEs, such stress can lead to serious problems such as alcoholism, depression, eating disorders, unsafe sex, HIV/AIDS, heart disease, cancer, and other chronic diseases.

CHILDREN WITH SOCIAL WORKERS

Staff should be aware that children with social workers may continue to be vulnerable and be educationally disadvantaged in attendance, learning, behaviour and mental health. Local authorities routinely share the fact a child has a social worker with school. DSL to hold and use this information.

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

Staff need to be aware of children being manipulated, coerced or deceived into taking part in sexual or criminal activity by an individual or group, taking advantage of a power imbalance. This abuse is known as CSE and CCE. The imbalance in power may be down to age, but it could also be due to gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. The abuse may be in exchange for something the victim wants or needs and/or will benefit the perpetrator/facilitator, either for financial advantage or in increased status.

CSE and CCE can be carried out by: individuals or groups; males or females; children or adults. It can be opportunistic or organised. It can happen once or a number of times. It may involve violence or threats of violence, force and/or enticement-based methods of compliance. Even if activity appears consensual, it can still be exploitation and can occur both physically and online.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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.

It can include physical contact, such as assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It can include non-contact activities, for example, the involvement of children in producing sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in a sexually inappropriate way, or grooming a child in preparation for abuse including via the internet. Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices.

CSE may be a one-off occurrence or it may happen over time. It may also happen without the child's immediate knowledge; for example, the sharing of videos or images of them on social media by others.

Children aged 16-17 years old, who can legally consent to have sex, can still be affected by CSE. They may be coerced into sexual activities and not realise they are being exploited; for example, they may believe they are in a genuine, romantic relationship.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Indicators of CSE:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other children who have been involved in exploitation
- Children who have older boyfriend/girlfriends
- Children who suffer from changes in emotional well-being
- Children who misuse drugs/alcohol
- Children who go missing
- Children who go missing from school or don't take part in education.

If there are concerns that a child in school may be being sexually exploited staff must follow school's safeguarding procedures and the Designated Safeguarding Lead should refer to [Social Care - 0114 2734491](tel:01142734491)

Child Criminal Exploitation - CCE

Children as young as 7 are being put in danger by criminals who are taking advantage of how innocent and inexperienced these young people are. Any child can be exploited, no matter their background.

Specific forms of CCE may include children being forced or manipulated to transport drugs or money through county lines, working in cannabis factories, shoplifting, pickpocketing, vehicle crime and threatening/committing serious violence to others.- ('county lines' is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.)

Perpetrators threatening victims (and their families) with violence or entrapment/coercion into debt can be used to trap children in this kind of exploitation. Children may also be coerced into carrying weapons, or may begin carrying a knife for protection from others.

Some children who commit crime as a result of CCE, particular older children, may not always be viewed as a victim by adults and professionals. It is worth remembering that they may have still been criminally exploited, even if the activity appears to be something they have agreed or consented to. An important note is that girls who are criminally exploited may have a different experience to that of boys and may have different indicators too. Staff need to be aware that girls can be criminally exploited too; boys and girls being criminally exploited are also at a higher risk of being the victims of sexual exploitation.

What are the signs of criminal exploitation and county lines?

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

If there are concerns that a child in school may be being criminally exploited staff must follow school's safeguarding procedures and the Designated Safeguarding Lead should refer to [Social Care - 0114 2734491](tel:01142734491)
CSE and CSE have now joined with The Missing Young Persons Team to provide a multi-agency task force called the AMBER PROJECT. This service aims to provide support to all child exploitation cases. The screening tool is available via SSC website and should be completed before referral to social care.

Remember that:

- Children may not find it easy to tell staff about their abuse verbally
- How staff respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward
- It is essential to reassure all victims that they're being taken seriously, regardless of how long it has taken them to come forward and that they'll be supported and kept safe
- The importance of taking a zero tolerance approach
- The importance of recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, and so children may not be able to recall all the details or the timeline of the abuse
- That abuse occurring online should not be downplayed and should be treated seriously
- That certain children may face additional barriers in telling someone because of their disability, sex, ethnicity and/or sexual orientation

SERIOUS VIOLENCE

All staff should be aware of signs which may indicate that children are involved with, or at risk from, serious violent crime. These may include, but are not limited to increased absence, significant changes in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals who could put the child at risk.

Risk factors which increase the likelihood of being involved in serious violence include being male, frequent absences or exclusion, experience of being maltreated as a child and being involved in offending.

FEMALE GENITAL MUTILATION

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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators that a girl is at risk of FGM

- Victims are likely to come from a community that is known to practice FGM
- Any girl born to a woman who has been subjected to FGM
- Any girl who has a sister who has undergone FGM
- Girls taken abroad at start of school holidays
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A professional hears reference to FGM in conversation e.g. a child may tell other children about it.

Indicators that a girl has undergone FGM

- Girl may have difficulty walking, sitting or standing
- May spend longer in the bathroom or toilet owing to difficulties in urinating
- Recurrent urinary tract infections or complaints of abdominal pain
- Spending longer periods away from the classroom
- Young girls refusing to participate in P.E. regularly without a medical note
- Prolonged absence from school with noticeable behaviour changes on the girl's return

Actions

If staff have a concern regarding a girl that might be at risk of FGM they should speak with the designated safeguarding lead or deputy. This is also a specific legal duty on teachers. If it is believed that there is an immediate risk of FGM then this should be reported to the police. Since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach where FGM has taken place (see following section).

Mandatory Reporting Duty

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 social workers and healthcare professionals, 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, 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. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out, by telephoning 101. Unless the teacher has a good reason not to, they should still discuss any concerns with the Safeguarding Lead.

HONOUR BASED VIOLENCE

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. 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 HBV, or already having suffered HBV.

TERRORISM

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

RADICALISATION_(including Prevent and Channel)

Protecting children from the risk of radicalisation is seen as part of Mundella Primary School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, 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. It applies to a wide range of public-facing bodies. Bodies to which this duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ('Prevent Guidance'). Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Government has launched 'educate against hate', a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

<https://educateagainsthate.com/>

Channel

School staff should understand when it is appropriate to make a referral. Channel provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a

referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

Factors making students vulnerable to radicalisation include:

- Pressure from peers & others or the internet
- Personal or political grievances
- Experienced race or hate crime against them or involvement in crime
- Anti-social behaviour and bullying
- Lack of self-esteem or identity

FORCED MARRIAGE

Forced Marriage is when you face physical/emotional or psychological pressure to marry.

Forced marriage is illegal in England and Wales. This includes: taking someone overseas to force marriage (whether they marry or not) and marrying someone who lacks the mental capacity to consent to the marriage.

PRIVATE FOSTERING - Looking after someone else's child

Many people do not realise that by law Sheffield Council must be notified when parents make arrangements for their child to be cared for by friends, neighbours or extended family for more than 28 days. When parents make plans for their child to be cared for like this it is called a Private Fostering Arrangement. Private Fostering happens for lots of different reasons some of which include:-

- Children living with a friend's family as a result of separation, divorce or problems at home
- Children sent to this country for education or health care by birth parents living overseas
- Teenagers living with the family of a boyfriend or girlfriend
- Teenagers who have broken ties with their parents and are staying with friends or non-relatives
- Those living with host families whilst pursuing courses of study

What do you need to do?

If a member of staff believes a child may be privately fostered they must inform the designated safeguarding lead, who must inform the Local Authority.

Telephone the [Sheffield Safeguarding Hub on 0114 2734855](https://www.sheffield.gov.uk/safeguarding), and follow up on a Multi-Agency Confirmation Form

CHILDREN MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

Staff must be alert to the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

Mundella Primary school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Notification and Referral Route

If a practitioner becomes aware of a child missing from education (CME), in whatever capacity, they should notify the CME Officer

All cases of children and young people missing education or at risk of doing so should be reported to the CME Officer to ensure that comprehensive data on the issues is recorded. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision they should still make a referral

Contact: [Children Missing from Education Team Level 5 West Wing, Moorfoot, S1 4PL](#) Tel: 0114 2736462

PEER ON PEER ABUSE

Staff should be aware of the potential for peer-on-peer abuse and that it can happen both inside and outside of school / online. Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff must be clear on the school's policy and procedures regarding peer-on-peer abuse and how to recognise the signs and respond to reports. Mundella adopt a zero tolerance approach to abuse.

Safeguarding issues from peer abuse include but may not be limited to:

- Bullying (including cyber bullying, prejudice-based and discriminatory)
- Gender based violence
- Sexual assaults/ sexual violence/ sexual harassment and sexting
- Abuse in intimate relationships between peers;

- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm - it may also involve an online element which facilitates, threatens and/or encourages physical abuse;
- Sexual violence or assault - it may also involve an online element which facilitates, threatens and/or encourages sexual violence;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment (stand-alone or otherwise);
- Causing someone to engage in sexual activity without consent;
- Up skirting (taking a picture under a person's clothing without them knowing);
- Initiation/hazing-type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

UPSKIRTING

Up skirting is illegal. It 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/cause the victim humiliation, or to distress and/or alarm the victim. Incidents have been reported for children as young as 7 years old.

DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have intimate partners or family members regardless of gender or sexuality. This definition includes 'honour' based violence, female genital mutilation (FGM) and forced marriage.

The abuse can encompass, but is not limited to:

- | | | |
|-----------------|-------------|-------------|
| • Psychological | • Sexual | • Financial |
| • Physical | • Emotional | |

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. A child does not have to witness Domestic Violence to be adversely effected by it as living in a home where abuse is heard can create an environment which is toxic. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships as well as in the context of their home life.

Indicators of Domestic Abuse:

- 'Controlling' behaviour - making a person subordinate and/or dependent by isolating them from support, exploiting them for personal gain, depriving them of independence, resistance and escape and regulating their everyday behaviour
- 'Coercive' behaviour - assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim
- Psychological, physical, sexual, financial and emotional forms of abuse; stalking and harassment.

OPERATION ENCOMPASS

Operation Encompass is a project that runs jointly between schools, The Sheffield Safeguarding Hub and South Yorkshire Police. Schools are notified if a child (under 18) has been exposed to, or involved in, any domestic incident which has been attended by the police. This will ordinarily be done by the start of the next school day. This service will also report if a child goes missing from home.

SEXTING

Mundella Primary staff should also refer to the Sexting guidance for schools that was released by the UK Council (UKCCIS) for Child Internet Safety; **Sexting in Schools and Colleges: Responding to incidents and safeguarding young people** (September, 2016). The guidance is designed for Designated Safeguarding Leads, their deputies, head teachers and Senior Leaders in schools and educational establishments.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

CHILDREN LOOKED AFTER - Previously LAC

Mundella Primary School sometimes has children who are looked after by the Local Authority (in public care). This means they are subject to a Care Order or are in care. Mundella has an allocated lead to ensure all children who are CLA access an education in accordance with Government legislation regarding children in Public Care.

The school will ensure that effective communication takes place with other agencies that are involved with the pupil. These may include health agencies, social services departments, LA, Youth Justice Teams and voluntary agencies. This will also include, as appropriate, natural parents, foster or residential carers, responsible officers of the local Authority and those known to have parental responsibility for the child. A Personal Education Plan (PEP) will be developed for each Child in Public Care. Clear targets for academic achievement, personal development and behaviour, if appropriate, will be included.

Sheffield Virtual School Team - Head of Virtual School - Telephone: 0114 273 4452
Mundella's Designated CLA Lead Teacher - see appendix A

PROCEDURES IN PLACE TO SAFEGUARD SHEFFIELD CHILDREN

Prevention

Mundella Primary School takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming the victims of abuse, neglect or exploitation. It does this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds
- By identifying members of staff who have overall responsibility for Child Protection matters
- By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns, and
- Through SMSC (Spiritual, Moral, Social & Cultural) and promoting British values. Mundella Primary School provides an on-going programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of child protection in the wider context of safeguarding.

Early help

Early Help means providing support as soon as a problem emerges, at any point in a child's life.

In Sheffield staff must refer to the safeguarding concern flow chart - which provides guidance on how Early Help should be delivered to facilitate a high quality, collaborative approach to holistic assessment, support and planning and enable positive outcomes. For this to be effective, all agencies are required to work together to:

- Identify children and families who would benefit from support
- Undertake an assessment of need
- Provide services to address those needs
- Review progress to ensure that positive change has happened

Any child may benefit from early help, but all school staff should be particularly alert to the potential need of Early Help for a child who:

- Is disabled or has specific additional needs or health condition
- Has special educational needs (whether or not they have an EHCP)
- Is a young carer
- Frequently goes missing from care/ home or education
- Is misusing drugs or alcohol

- Is showing signs of being withdrawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in family circumstances presenting challenges for the child, such as domestic abuse or parental substance abuse or adult mental health problems
- Has a mental health need
- Has returned home to their family from care

Mundella Primary School is committed to early help and the identification of unmet needs and vulnerabilities of its pupils and works in partnership with other agencies to promote the welfare of the pupils and to keep them safe. All staff are aware of the early help process and understand their role in identifying emerging problems, sharing information with other agencies and for some staff acting as the lead professional in undertaking early help assessments.

MUNDELLA PRIMARY SCHOOL - PROCEDURES AND GUIDELINES FOR CHILD PROTECTION AND SAFEGUARDING CHILDREN

What to do if you suspect abuse:

Your suspicions may be aroused by a disclosure by a child, an injury you notice or the child's behaviour. If a child makes a disclosure you must not promise to keep it to yourself, but do reassure them that they will not suffer as a result of their disclosure. If you suspect a child is being abused or is at risk of abuse in any way, you **MUST** inform the Designated Safeguarding Lead (DSL) immediately. If they are not available, you must inform the Designated Safeguarding Deputy (DSD). If neither are available, you must take action yourself and inform the DSL and DSD as soon as possible.

Procedures:

If there is any incident or observation that causes you concern, all concerns will be record on CPOMS, All staff will receive an individual log on to report and record incidents and concerns. Volunteers, LTS and Governors should complete a written report of the concern on a 'Cause for Concern' sheet and pass that to the DSL or DSD immediately. ('Note of Concern' - available on staff share/ staffrooms)

A member of the safeguarding team will then either: monitor any concerns, refer to external support agencies, report to current agencies, follow up with child/ parent/carer and detail actions as required.

Incidents, which require investigation, will be documented in conjunction with the referrer.

An investigation may include a meeting with parents, staff and the child. If appropriate, a course of action could be to refer to the relevant Multi-Agency Support (MAST) service. This can require either an EH1, group or FCAF referral to be completed with the family.

DSL/ DSD may check if the child is subject to a Child Protection Plan or has involvement with other agencies by calling [MAST \(2037485\)](tel:2037485) or [Social Care West Team \(2734491\)](tel:2734491), then on considering the response, together with the level of concern, decide with you the action to be taken.

On occasion, a referral for support from Social Services is needed. This normally requires the notification of the parents/carers as it is more successful when families and agencies work together. However, if you are concerned that the child is in **imminent danger**, is being **sexually abused** or that the child **may be suffering, or is likely to suffer immediate harm**, it is important that you discuss these concerns with the DSL or DSD immediately.

The online tool <https://www.gov.uk/report-child-abuse-to-local-council> directs to the relevant local children's social care contact number.

You are not required to inform the parents of your referral if you are concerned that by doing so it will put the child in further danger

All phone numbers for safeguarding services are listed in this policy. They are also listed in the Head teacher's room, Staffroom and in all the safeguarding folders.

Mundella Safeguarding Team:

DSL: Will Smith - headteacher@mundella.sheffield.sch.uk

DSD: Lisa Hewitt - lhewitt@mundella.sheffield.sch.uk

Safeguarding Governor - mphelan72@hotmail.com

Please note that if your concern is of a serious safeguarding nature and neither the DSL/ DSD are unavailable advice must be sought. Do not wait to speak to the DSL/ DSD if it leaves the child in danger.

You can gain advice by calling

Sheffield Safeguarding Hub at Moorfoot - 0114 2734855

Social Care West Team: 0114 2734491

West MAST: 0114 2037485

RESPONDING TO A CHILD MAKING A DISCLOSURE

It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when School staff or volunteers are present. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

In these situations staffs are required to:

- Listen to the child, and allow the child to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.
- Reassure the child but tell them that a record of the information given will be made, and do this. Include timing, setting and others present. Record the child's demeanour as well as what is said.
- Explain that they cannot promise to keep confidential anything the child says if the matter is related to child protection or abuse.
- Explain that help may be required to keep them safe, but do not ask the child to repeat their account of events to anyone else.

The individual who receives the information will be expected to pass it on as a matter of urgency to the Designated Safeguarding Lead and record the information.

Any disclosure made will need to be investigated by one of the statutory agencies. If a disclosure is made, you must record in full the content of that disclosure, dating and noting the time of the record; including a note of who was present and any actions which were taken by you or by others. Inform the DSL or DSD. If the child is subject to a Child Protection Plan the DSL or DSD will then contact the appropriate key worker. If the child is not known to be the subject of a Child Protection Plan a referral must be made to the [Duty Social Work team. \(2734491\)](#). any calls made by a member of the public need to be directed to [2734855](#). Any disclosure made about a member of staff should be reported to the DSL

(Head teacher). If the disclosure is about the Headteacher, this should be reported to the Chair of Governors.

MAKING A REFERRAL

Relevant Information: The referrer will be asked to give as much detail as possible about what she/he has seen or heard to support the belief that abuse has occurred.

This would include:

- Details of child – name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility, health visitor etc.
- Location of child
- Details of the concern – description of injuries/circumstances which are causing concern, details of any explanation or comment from the child or carer.
- Condition and expectations of the child – explain what you are doing; what will happen; meetings etc.
- Information given to parents/carers – if any.
- Any background information

The agency that receives the referral will discuss the information with the other relevant statutory agencies. They will also check with all agencies in contact with the child or family for any further information.

Assessment of all children should consider the wider environmental factors which affect the child's life. These factors may pose a threat to their safety/ welfare. Schools are encouraged to provide contextual information as part of the referral process.

See Appendix B – Making a referral

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing using CPOMS and the relevant forms. Comprehensive and factual records are vital if efficient Child Protection procedures are to be followed. Give dates and times to all records, including the date and time you obtained the information, and the date and time of writing the record. Include the nature of your concerns, what gave rise to them, any action you take and the extent and nature of any involvement by others. If a disclosure is made you must thoroughly record the content of the disclosure and any responses you make. All recording must be factual. Names of those involved in any concern should be written in full.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome.

Confidentiality

Anything recorded on paper must be kept locked in a private drawer or cabinet. Never leave anything lying around. CPOMS is a secure computerised system of Child Protection records. Staff must ensure they protect their passwords and ensure the programme is logged off when not in use to ensure confidentiality.

THE ROLE OF THE GOVERNING BODY

The governing body will ensure that they comply with their duties under legislation and that policies, procedures and training in the school are effectively implemented and comply with the law. A safeguarding Audit is completed annually and submitted to Sheffield Safeguarding following approval from the governing body. In addition the Safeguarding Governor completes an annual review of procedures/displays and holds termly meetings with the DSD, which are feedback to the governing body.

Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into

account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Keeping Children Safe in Education 2021 states that the DSL is also responsible for promoting the educational outcomes of all pupils by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. It is acknowledged that children with a Social Worker may continue to be vulnerable and be educationally disadvantaged in attendance, learning, behaviour and mental health. Local authorities should routinely share the fact a child has a social worker with school. This information should also inform the response to further safeguarding concerns (e.g. absence, missing) and any support required.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the Designated Safeguarding Lead, to define what "available" means and whether in exceptional circumstances availability via phone and or ZOOM/ TEAMS or other such media is acceptable.

It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

At Mundella all staff have access to contact details for both DSD and DSL. The Deputy Head Teacher can be contacted in the absence of the DSD and DSL. Should staff become aware of a serious safeguarding concern where the child is at risk or immediate harm during a holiday period and are unable to contact the DSD or DSL staff are required to report their concerns to the Safeguarding Hub or police.

POLICIES AVAILABLE TO VIEW FROM SAFEGUARDING SHEFFIELD CHILDREN

<https://www.safeguardingsheffieldchildren.org/sscb/education/policies-procedures>

- Abuse & Neglect, Sept 21
- Allegations & concerns about staff & volunteers in education settings, Sept 21
- Alternative Education Provision, Sept 21
- Behaviour Guidance & Positions of Trust, Sept 21
- Bullying, Sept 21
- Child Criminal & Sexual Exploitation, Sept 21
- Designated Safeguarding Lead & Deputy Role, Sept 21
- Domestic Abuse, Sept 21
- Early Help, Sept 21

- Faith & cultural abuse, Sept 21
- First aid & medical conditions, Sept 21
- Governing Body Role, Sept 21
- Information Sharing, Sept 21
- Mental Ill-Health, Sept 21
- Missing from education, home or care, Sept 21
- Online Safety, Sept 21
- Peer abuse & risk assessment, Sept 21
- Photographs, video's & images, Sept 21
- Preventing extremism & radicalisation, Sept 21
- Private fostering & host families, Sept 21
- Pupil Transitions, Sept 21
- Reasonable force, searching & screening, Sept 21
- Referring your safeguarding concerns, Sept 21
- Safeguarding files & access requests, Sept 21
- Safer Recruitment, Sept 21
- Sexualised behaviour, Sept 21
- Special Education Needs & Disability (SEND), Sept 21
- Staff Safeguarding Supervision, Sept 21
- Substance misuse, Sept 21
- Training Pathway - Safeguarding in Education Settings, Sept 21
- Under 5's in Schools, Sept 21
- Whistleblowing, Sept 21

KEY PIECES OF GUIDANCE RELATING TO SAFEGUARDING

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

ALSO SEE MUNDELLA POLICIES:

- Anti-bullying Policy
- Restraint Policy
- Intimate Care
- E Safety Policy
- Behaviour Policy
- Voluntary Helpers Policy
- Information Sharing
- Administering Medication Missing child Policy
- Safeguarding Identification Expectations
- Behaviour Management - Use of reasonable force
- Supervision of Children at Mundella School
- Security of Children at Mundella School
- Welfare report for EYFS
- Allegations against staff
- Recruitment and selection
- CME
- HR- Whistleblowing
- Confidentiality Policy
- Photographic Images Policy
- SEND policy

The Safeguarding Children Team in your setting includes:

Head Teacher/Principal/Senior Manager: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: Will Smith Tel no: 2551348/ 07799802615

Designated Safeguarding Lead (DSL): teaching or pastoral staff from senior leadership team, responsible for all safeguarding issues, advising & supporting staff, liaising with the local authority & other agencies.

Name: Will Smith Tel no: 2551348/ 07799802615

Designated Safeguarding Deputy (DSD): a teacher, support or pastoral worker, in a post which requires assessment of children, deputises for the DSL. Not an administrative or finance worker.

Name: Lisa Hewitt Tel no: 2551348/ 07828116255

Child Sexual Exploitation (CSE) Lead: support for pupils & staff to understand CSE & related topics & how to refer

Name: Will Smith/ Michelle Clark/ Roxie Godden Tel no: 2551348/ 07799802615

Special Educational Needs & Disabilities Coordinator (SENDCo): support for pupils with special education needs & disabilities as well as their parents & carers, staff & other agencies working with said pupils

Name: Emma Copeland Tel no: 2551348

Learning Mentor (or equivalent): develops strategies & support to help pupils achieve their full potential

Name: Lisa Hewitt Tel no: 2551348/ 07828116255

Looked After Children Designated Teacher: promotes the education of 'looked after'/previously 'looked after' children

Name: Emma Copeland/ Michelle Clark/ Roxie Godden Tel no: 2551348

Online-Safety Coordinator: develops & maintains a safe online culture within a setting

Name: Emma Blakemore Tel no: 2506865

Education Welfare Officer (or equivalent): addresses difficulties preventing pupils from attending school

Name: Lisa Hewitt Tel no: 2551348/ 07828116255

Counsellor: provides mental health support and advice to pupils

Name: Lisa Hewitt Tel no: 2551348/ 07828116255

Early Years Foundation Stage (EYFS) Lead: supports staff to keep pupils up to 5 years old safe and well

Name: Kimberly Wright Tel no: 2551348

Medical Practitioner: supports pupils medical needs, ill health absence, medicines & individual healthcare plans

Name: Lisa Hewitt/ Lisa Hunt/ Clare Casely Tel no: 2551348

Your Safeguarding Children Team also links in with the:

Safeguarding/Child Protection Governor: ensures there are appropriate policies & procedures in place, that they are being implemented & followed, & challenges deficiencies & weaknesses that are identified.

Name: Michelle Phelan Contact: governors@mundella.sheffield.sch.uk or 07584318713

Chair of Governors/Management Committee: leads on safe recruitment & allegations of abuse against Head Teacher/Principal/Senior Manager & other staff & liaises with Local Authority

Name: Paul Hirst Contact: governors@mundella.sheffield.sch.uk or 07538115478

SENDCo Governor: link between the SEND Co-ordinator (SENDCO) and the governing body/management committee

Name: Rebecca White Contact: governors@mundella.sheffield.sch.uk

Referral to Safeguarding hub guidance:

How to make a Referral to the Safeguarding Hub if you are concerned that a child is at risk of immediate harm:-

- If a child is thought to be at risk of immediate harm the agency must ring The Hub (tel. 0114 2734855) for a discussion with a social worker straight away
- If the social worker in The Hub agrees that a referral is needed for the child they will record the information from the agency on the Liquid Logic database and begin their enquiries
- During the pilot the agency will **not** be asked by the Hub to follow up the referral with a written MACF
- If the social worker advises that the concern does not meet the threshold for The Hub they will give advice to the agency about alternative avenues for intervention and record this discussion as a 'contact' on the Early Help section of Liquid Logic
- Agencies will receive a written email response from The Hub (whether a contact or referral) containing the agreed outcome of the discussion within 3 days
- If agencies do not receive an email they should follow up the discussion by ringing The Hub for further information
- If agencies disagree with the decision they should follow the **Effective Challenge and Escalation** SCSP process
- Agencies can continue to complete a MACF if they wish to and send it securely via Anycomms, but if you think a child is at immediate risk of harm a telephone call should always be made first
- Written referrals will continue to be followed up by telephone conversation within 24 Hours

https://www.safeguardingsheffieldchildren.org/assets/1/referring_your_safeguarding_concerns_sept_21.pdf