

Child Safeguarding Policy



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Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interest of the child.

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.

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MUNDELLA PRIMARY PRINCIPLES FOR CHILD PROTECTION AND SAFEGUARDING CHILDREN

HEADTEACHER: Mr. Will Smith

DESIGNATED SAFEGUARDING LEAD & DEPUTY: Mr. Will Smith - DSL, Miss Lisa Hewitt – DDSL

CHAIR OF GOVERNORS: Mr. Paul Hirst

DESIGNATED SAFEGUARDING GOVERNORS: Mrs. Fran Lavender

APPOINTED TEACHER FOR LOOKED AFTER CHILDREN – CLA: Miss. Michelle Constantinou

APPOINTED TEACHER FOR SEND: Miss Emma Copeland

ONLINE SAFETY LEAD: Mr. William Smith

STAFF UNDERTAKING INTERMEDIATE LEVEL ADDITIONAL SAFEGUARDING TRAINING and RESPONSIBILITY: Mrs. Hannah Woodward- Deputy Headteacher, Mrs. Birju Kotak- Business Manager, Roxie Godden – Foundation Stage lead

***CONTACT DETAILS FOR ALL MUNDELLA STAFF WITH SAFEGUARDING ROLES: See APPENDIX C**

EXTERNAL SAFEGUARDING CONTACT DETAILS

LADO AND PREVENT - (Local Authority Designated Officer): 0114 2734855 sheffieldsafeguardinghub@sheffield.gov.uk

DfE - one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults [Report child abuse - GOV.UK \(www.gov.uk\)](https://www.gov.uk/report-child-abuse)

POLICE - non-emergencies: 101, Emergencies 999

NATIONAL CRIME AGENCY - protecting children from online child sexual abuse -CEOP:
<https://www.ceop.police.uk/ceop-reporting/>

NSPCC NATIONAL HELPLINE: 0808 800 5000

CHILDLINE: 0800 11 11

SHEFFIELD SAFEGUARDING HUB: 0114 2734855

SOCIAL CARE NORTH TEAM: 0114 203 9591

SOCIAL CARE SOUTH TEAM: 0114 203 7463

MAST: 0114 2037485

CHANEL HELPLINE: 02073407264

SECTION 1: OUR SCHOOL POLICY AND PRINCIPLES

This Policy reflects the current statutory guidance of 'Keeping Children Safe in Education' 2026.

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.

This policy is underpinned and written in reference to the guidance in APPENDIX D

Furthermore, we will utilise the guidance set out by the Sheffield Safeguarding Children Partnership (SSCP).

<https://www.safeguardingsheffieldchildren.org/scsp/education>

Paper copies can be found in the staff rooms, Headteacher's office, school office and on the school website.

<https://www.mundella.sheffield.sch.uk/>

An audit of our safeguarding provision is completed annually by the DSL/DDSL and governing board and a copy sent to the SSCP.

2.1 OUR PRINCIPLES

Safeguarding arrangements at Mundella Primary are underpinned by these key principles:

- Safeguarding is everyone's responsibility: anyone who has contact with a child or young person including governors, volunteers, trainee teachers and contractors should play their full part in keeping children safe
- We will aim to protect children using national, local and school child protection procedures
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2026
- Anyone who has contact with a child or young person has a clear understanding regarding abuse, neglect and exploitation in all forms and understands how to identify, respond and report it. This also includes knowledge in regard to the process for reporting allegations against professionals.
- All adults and children know that they can report any safeguarding concern including online concerns to the school and that these will be dealt with in an appropriate manner.
- A child-centered approach: a clear understanding of the needs, wishes, views and voices of children.

2.2 TRAINING

All staff members - undertake safeguarding and child protection training at induction, including whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

All staff complete basic safeguarding training every 3 years. This training will be regularly updated and will be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning. Staff will also receive regular (at least annual) safeguarding and child protection updates, including on online safety and guidance to understand the schools monitoring / filtering system.

The DSL/DDSL - have completed advanced safeguarding training and complete advanced safeguarding refresher training every year. They attend whole school basic training every 3 years in addition to attending refreshers/new training requirements as detailed on the Safeguarding Children Training Audit.

Governors – undertake safeguarding and child protection training at induction, including whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

Our Safeguarding governors complete specific safeguarding training to support their role. They ensure that all governors receive appropriate safeguarding and child protection (including online) training. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures (including filtering and monitoring) in place in school are effective and support the delivery of a robust whole school approach to safeguarding.

As the Chair of Governors may be required to act as the 'case manager' in the event of an allegation of abuse against the Headteacher, they access training in managing allegations.

Volunteers - will undertake safeguarding and child protection training at induction, including whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

SECTION 2: RECOGNISING ABUSE

2.1 CHILD ABUSE.

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. Abuse can take place wholly online or technology may be used to facilitate offline abuse. Children may be abused by an adult or by another child/children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Witnessing the ill-treatment of others is harmful to children- whether they **see, hear or experience** its effects.

In relation to children **safeguarding** is defined as:

- Protecting children from maltreatment, inside or outside the home, including online.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Providing help and support to meet the needs of children as soon as problems emerge

There are four types of child abuse:

- **Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning/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, including verbal 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 participating in normal social interaction. It may 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 of a child, though it may occur alone.
- **Sexual Abuse** involves forcing, causing 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 such as assault by penetration, or non-penetrative acts such as kissing, rubbing, touching outside clothing. It 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 can be perpetrated by any gender or age. A child is more likely to know their abuser than not. Under 13's can never legally consent to sexual activity.
- **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. It may include a parent/carer purposefully failing to provide adequate food, clothing or

shelter. A parent/carer failing to protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers), and ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware of the indicators of abuse, neglect and exploitation and that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

Staff have a real impact in supporting young people to disclose when they have suffered some form of abuse. Forming trusted relationships and being able to recognise and manage a disclosure is vitally important. We recognise that opening up about something traumatic takes an incredible amount of strength and a lot of trust. It is important that all staff remind children that they are in a safe space and that there is support available for them if they need to talk about anything. This reassurance can often be the thing that makes them feel safe enough to open up. Mundella has four Trauma Informed practitioners who offer support to pupils, training and guidance to staff and support to families.

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
- By providing 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.

All staff, especially the DSL and deputy DSL(s), are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

Bullying and forms of bullying on- and off-line including prejudice based and cyber bullying is also abusive and will include at least one or more of the defined categories of abuse above. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Where a child is suffering, or is likely to suffer from harm or is in immediate danger it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. ANYONE CAN MAKE A REFERRAL but the DSL must be informed immediately.

2.2 PHYSICAL ABUSE

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:	
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• Unexplained bruising, marks or injuries on any part of the body • Multiple bruises- in clusters, often on Human bite marks • Broken bones	• Scalds, with upward splash marks. • Multiple burns with a clearly demarcated edge • Bruising to the upper arm, outside of the thigh • Cigarette burns
Changes in behaviour that can also indicate physical abuse	
• Fear of parents being approached for an explanation • Aggressive behaviour or severe temper outbursts • Flinching when approached or touched	• Reluctance to get changed, for example in hot weather • Depression • Withdrawn behavior • Running away from home

2.3 EMOTIONAL ABUSE

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:	
• Anxious behavior • Unusual aggression/ change in emotional presentation • Being unable to play • Fear of making mistakes	• Self-harm • Fear of parent being approached regarding their behaviour • Developmental delay in terms of emotional progress.

2.4 SEXUAL ABUSE

It is recognised that there is underreporting of sexual abuse with in the family. All staff and volunteers play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:	
• Pain or itching in the genital area • Bruising or bleeding near genital area • Sexually transmitted disease • Vaginal discharge or infection	• Discomfort when walking or sitting down • Pregnancy • Stomach pains
Changes in behaviour which can also indicate sexual abuse include:	
• Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn • Fear of being left with a specific person or group of people • Having nightmares/ bedwetting • Running away from home • Sexual knowledge which is beyond their age • Sexual drawings or language	• Self-harm or mutilation, sometimes leading to suicide attempts • Saying they have secrets they cannot tell anyone about • Substance or drug abuse • Suddenly having unexplained sources of money • Not allowed to have friends • Eating problems such as overeating or restrictive eating

2.5 NEGLECT

It can be difficult to recognise neglect; however, its effects can be long term and damaging for children. Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.

The physical signs of neglect may include:	
• Constant hunger, sometimes stealing food from other children. • Inappropriate or dirty clothing.	• Being constantly dirty or 'smell'. • Losing weight, or being constantly underweight.
Neglect may be indicated by changes in behaviour which may include:	
• Mentioning being left alone or unsupervised. • Not having many friends.	• Complaining of being tired all the time. • Not requesting medical assistance and/or failing to attend appointments.

2.6 SEXUAL VIOLENCE, SEXUAL HARRASMENT AND HARMFUL SEXUAL BEHAVIOUR

Sexual violence refers to the following offences as defined under the Sexual Offences Act 2003.

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur in person, online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- Displaying pictures, photos or drawings of a sexual nature *Taking and sharing nude photographs of U18s is a criminal offence.
- Up skirting (this is a criminal offence)- taking picture/video under clothing without consent

Online sexual harassment. This includes:

- The consensual and non-consensual sharing of nude and semi-nude images and/or videos – known as 'sexting'
- Sharing unwanted explicit content including images of sexual activity –human and animal
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation, coercion, and threats

It is important that at Mundella all staff consider sexual harassment in broad terms. Sexual harassment if left unchallenged creates a culture that can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. This crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.

Mundella creates opportunities to teach safeguarding /guidance regarding sexual violence and sexual harassment between children. Preventative education and a whole-school approach create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This is supported by the school's behaviour policy and RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This program will tackle at age-appropriate stages issues such as: healthy and respectful relationships boundaries and consent, stereotyping, prejudice and equality body confidence and self-esteem how to recognise an abusive relationship, including coercive and controlling behaviour, sexual consent, sexual exploitation, abuse, grooming, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable.'

Harmful sexual behaviour - HSB can occur online and/or face-to-face and can also occur simultaneously. Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. Sexual behaviour between children can be considered harmful if one of the children is

much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support. Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development. Under **KCSIE 2026**, HSB is a core safeguarding indicator, not a disciplinary matter. The school uses evidence-based frameworks (such as the Hackett continuum) to intervene early and prevent escalation.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

'Consent' is defined as having freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of activity but not to another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16. **It is legally impossible for a child to consent to being exploited, abused, or trafficked.**

2.7 ALLEGATIONS OF SEXUAL VIOLENCE AND SEXUAL HARASSMENT

It is vital that children feel their concerns will be treated seriously. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide us with the foundation for a calm, considered and appropriate response to any reports. Governing bodies should ensure that the school contributes to multi-agency working in line with statutory guidance: Working Together to Safeguard Children 2026.

Important considerations will include:

- The wishes of the victim. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour (HSB) has been displayed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- The importance of understanding intra familial harms and any necessary support for siblings following incidents
- Are there ongoing risks to the victim, other children, or school staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

Sexual Violence is defined as a severe, non-consensual physical sexual acts committed by a child or group of children

against another child. This encompasses **rape, assault by penetration, and sexual assault** (intentional sexual touching without consent, which can include single acts like kissing or touching a peer's clothing, bottom, breasts, or genitalia).

Sexual violence represents the most severe end of the child-on-child abuse continuum. It triggers immediate multi-agency safeguarding referrals and potential police involvement, alongside intensive, immediate support for the victim and risk management for the perpetrator.

Sexual Harassment includes verbal abuse (e.g., sexual jokes, name-calling, objectification), non-verbal behaviors (e.g., staring, gestures), and physical actions (e.g., brushing against someone). It explicitly includes online actions, such as the consensual or non-consensual making or sharing of nudes, semi-nudes, and AI-generated "deepfakes". **Staff must never dismiss sexual harassment as "banter"** or a normal part of growing up. It requires an immediate safeguarding response, regardless of whether the target appears unaffected.

2.8 FAITH TARGETED ABUSE

All staff should recognise children may experience prejudiced based harm: that racism, faith targeted abuse and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and mental health and should be considered within safeguarding practice. All staff should recognize that such experiences may impact a child's willingness to seek help and be alert to the signs and impact.

SECTION 3: SPECIFIC SAFEGUARDING ISSUES

There are specific issues that have become critical issues in safeguarding. The school endeavours to ensure their staff, governors and volunteers are familiar with these issues.

3.1 CHILD SEXUAL EXPLOITATION (CSE) & CHILDREN AT RISK OF EXPLOITATION (CRE)

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 young person/male or female under the age of 18 into sexual activity for the following reasons

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator
- Through violence or the threat of violence

[KCSIE 2026](#) highlights that CSE encompasses both contact abuse and non-contact activities. Non-contact activities include grooming online, forcing a child to look at sexual content, or **involving children in the production or sharing of sexual images**.

CSE often occurs over time but can be a one-off event (such as peers sharing an intimate video across social media without consent). It notes that most abuse is committed by individuals already known to the victim, or through organized networks. It also applies to 16- and 17-year-olds, regardless of the legal age of consent. 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 • Carrying weapons, access to or carrying unusual number of mobile phones • Unexplained injuries • Overly secretive • Repeat concerns about sexual health	• 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

• Association in gangs/ Engagement in offending • Children who go missing from school or don't take part in education/ disengage from education	• Children who misuse drugs/alcohol • Children who truant
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All suspected or actual cases of CSE/CRE are a safeguarding concern in which child protection procedures will be followed; this could include a referral to Social Care and the police. If any staff are concerned about a pupil, they should refer to the Designated Safeguarding Lead/s within the school.

3.2 CHILD CRIMINAL EXPLOITATION (CCE) INCLUDING COUNTY LINES

Children are put in danger by criminals. Children or young person under 18 are coerced, manipulated, or deceived into committing crimes for the financial gain, status, or benefit of others. taking advantage of how innocent and inexperienced they are. Any child can be exploited, no matter their background.

Children and young people involved with gangs and criminal exploitation need help and support. This can include those involved in serious violent crime. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, financially exploited and put into dangerous situations.

For the purposes of this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.
- Begging.
- Carrying weapons.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal line'. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Signs which may indicate criminal exploitation:	
• Absent or missing from school or home and are subsequently found in areas away from their own • Unexplained acquisition of money, clothes, or mobile phones or unexplained injuries • Excessive receipt of texts /phone calls • Relationships with controlling /older individuals or groups or changes in relationships • Leaving home / care without explanation	• Parental concerns • Carrying weapons • Significant decline in school results / performance • Gang association or isolation from peers or social networks • Self-harm or significant changes in emotional well-being • Suspicion of physical assault /unexplained injuries

More specific indicators that a pupil may be involved in county lines include:	
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• Absent from school and going missing - subsequently being found in areas away from their home. • Having been the victim or perpetrator of serious violence, e.g. knife crime. • Receiving requests for drugs via a phone line. • Moving drugs. • Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim	• Handing over and collecting money for drugs. • Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. • Being found in accommodation they have no connection with or a hotel room where there is drug activity. • Owning a 'debt bond' to their exploiters. • Having their bank account used to facilitate drug dealing.
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Under KCSIE 2026, Staff must recognize that children may genuinely identify as members of the gang or organized network facilitating the crime, which complicates their perception of being a victim

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 and police. CSE and

The AMBER PROJECT is a service aiming to provide support to all child exploitation cases. The Exploitation screening tool is available via SSC website and can be completed before referral to social care.

3.3 CARRYING KNIVES/OFFENSIVE WEAPONS, GANG CULTURE AND SERIOUS VIOLENCE

Children bringing and carrying a knife/offensive weapon onto Mundella's premises is a criminal offence and immediate action could be taken by calling the police. The guidance on 'Searching, Screening and Confiscation' for Head teachers, schools and Governors, updated in 2022, will be consulted and we will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority.

If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

3.4 THE SENDING OR MAKING OF NUDES OR SEMI-NUDES- (previously known as 'sexting', 'indecent images' or 'youth produced sexual imagery')

In the event of such a safeguarding concern, we may seek advice from agencies and professionals. We will respond by working closely with parents and carers. We will teach children about this aspect of safeguarding through online safety lessons. These are linked to our RHSE, Online Safety policies and PSHE curriculum.

In line with **KCSIE 2026 updates**, this definition applies to all forms of digital visual content and explicitly includes:

- **Self-generated imagery** (created by the child themselves).
- **Images created by another individual.**
- **Digitally altered images or wholly AI-generated material**, including "deepfakes" or "deep nudes".

Policy Note: Staff must remain alert to the fact that taking and sharing nude photographs—including those **generated or manipulated using AI**—of anyone under the age of 18 is a criminal offence

Zero Tolerance for Harm: Harmful sexual behavior, non-consensual image sharing, or online harassment will **never** be dismissed as "banter," a joke, or a normal part of growing up.

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

The DSL will consider:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL and other members of staff as appropriate may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

*Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

Further review by the DSL - If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate). If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers - The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police - If it is necessary to refer an incident to the police, this will be done via 101.

Curriculum coverage - Pupils are about the issues surrounding the sharing of nudes and semi-nudes.

Reporting systems for our pupils - Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Build relationships with pupils to develop trust, use worry boxes and offer support via the pastoral team
- Ensure our reporting systems are well promoted in class discussions and assemblies
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

3.5 ONLINE SAFETY INCLUDING FILTERS AND MONITORING

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- **Robust Processes:** Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors. Smoothwall monitors all online activity daily, and designated safeguarding staff are responsible for immediately following up reports of inappropriate use. **The school maintains written, auditable records of all technical filtering and monitoring checks, documenting when environments were tested, identified issues, and remedial actions taken.**
- **Education and Protection:** Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology.
- **Mobile Policy:** Maintain a mobile phone-free environment by default for pupils during the school day, setting clear guidelines for the use of personal devices for the whole school community.
- **Escalation Pathways:** Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns where appropriate.

The 4 Key Categories of Risk (The 4Cs)

Content: Being exposed to illegal, inappropriate or harmful content, such as pornography, extreme sexual or physical violence, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism. This explicitly includes exposure to misinformation, disinformation (including fake news) and conspiracy theories.

Contact: Being subjected to harmful online interaction with other users or generative AI applications that simulate human interaction (such as AI chatbots or companion-style systems). This includes peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: Personal online behaviour that increases the likelihood of, or causes, harm. This includes making, sending and receiving explicit images—including those generated or digitally manipulated using AI (deepfakes)—covering both the consensual and non-consensual sharing of nudes and semi-nudes, sharing other explicit materials, and online bullying.

Commerce: Risks such as online gambling, inappropriate advertising, phishing, commercial scams, and/or financial exploitation targeting young people.

Implementing and Addressing Online Safety

To meet our aims and address the risks above, we will educate pupils about online safety as an integral part of our curriculum (including Computing and RSHE). For example:

- **Social Media & Tech:** The safe, age-appropriate use of social media, the internet and technology.
- **Privacy:** Keeping personal information private and understanding digital footprints.
- **Unacceptable Behaviour:** How to recognise unacceptable, harmful, or coercive behaviour online.
- **Reporting Harm:** How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.

- **Staff Induction & Refresher Training:** Train staff as part of their induction. All staff members will receive online safety, filtering, and monitoring refresher training at least once each academic year. **This training ensures all staff clearly understand their specific operational roles and responsibilities regarding filtering and monitoring, alongside escalation pathways for reporting system vulnerabilities or technical failures.**
- **Parental Engagement:** Educate parents/carers about online safety and emerging AI risks via our website, communications sent directly to them, and during parents' evenings.
- **Staff Device Restrictions:** Make sure staff are strictly aware of the restrictions placed on them regarding the use of their personal mobile phones, devices, and cameras around primary-aged children.
- **Acceptable Use Agreements:** Require all pupils, parents/carers, staff, volunteers and governors to sign an agreement regarding the acceptable use of the internet in school, the school's ICT systems, and personal smart technology.
- **Searching and Confiscation:** Ensure all staff, pupils, and parents/carers are aware that the Headteacher and authorized staff members have the statutory power to search pupils' phones where there is reason to suspect harmful material is held, as set out in the DfE's statutory guidance on [Searching, Screening and Confiscation](#).
- **Technical Safeguards:** Maintain robust technical filtering and monitoring systems to actively limit children's exposure to the 4 key categories of risk from the school's IT systems.
- **Annual Review:** Ensure that a formal review of the effectiveness of our filtering and monitoring systems is conducted at least once every academic year. This review will be explicitly led by the designated Senior Leadership Team (SLT) member responsible for filtering and monitoring, with the active support and oversight of the Designated Safeguarding Lead (DSL) and school IT technician.

3.6 FEMALE GENITAL MUTILATION (FGM) AND SO-CALLED 'HONOUR-BASED' ABUSE (HBA)

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

The Mandatory Statutory Duty to Report - Under section 5B of the Female Genital Mutilation Act 2003, any teacher (registered with the Teaching Regulation Agency) has a personal, non-delegable statutory duty to report to the police if, in the course of their professional duties, a girl under the age of 18:

Directly informs them that an act of FGM has been carried out on her; or

Displays physical signs which appear to show that an act of FGM has been carried out.

Required Action - The teacher must personally report the matter to the police by calling 101 immediately (and by the next working day at the absolute latest). Failure to comply with this mandatory duty is a serious breach of professional standards, will be treated as a criminal omission, and will result in a direct referral to the Teaching Regulation Agency (TRA) alongside internal disciplinary action.

Internal Notification - Unless explicitly instructed otherwise by the police, the teacher must immediately inform the Designated Safeguarding Lead (DSL) after making the 101 call to ensure local safeguarding procedures and Children's Social Care pathways are activated.

Suspected or At-Risk Cases - The personal 101 police reporting duty does not apply if a pupil is deemed at risk of FGM, or if FGM is suspected but not confirmed.

- Under no circumstances must any member of staff examine a pupil.
- Any member of staff (teaching or non-teaching) who suspects a pupil has undergone FGM, or is at risk of undergoing FGM, must immediately report their concerns directly to the DSL.
- The DSL will immediately escalate the matter to the Sheffield Safeguarding Hub (0114 273 4855) and local health partners.
- National support is also accessible via the NSPCC Helpline on 0800 800 5000.

Staff must remain particularly vigilant during **Key Stage 2 (Years 5 and 6)**, which is statistically identified as a high-risk developmental window for primary-aged girls.

Signs which may indicate FGM include:	
• Prolonged, repeated, or unexplained absences from school. • Sudden, reluctant non-participation in Physical Education (PE) or swimming. • Difficulty sitting comfortably, walking, or standing, or displaying visible physical distress. • Spending an unusual amount of time in the toilet due to difficulties urinating, or experiencing frequent urinary tract, abdominal, or menstrual complications.	• Pronounced changes in behavior, such as withdrawal, depression, or heightened emotional needs. • Expressing anxiety regarding impending routine school medical or dental examinations. • Explicitly talking about pain, injury, or discomfort between her legs, or asking for help cryptically

Potential signs that a pupil may be at risk of FGM include:	
• The girl's family comes from a community or country of origin where the practice of FGM is prevalent. • The girl's family has a known history of practicing FGM (the single highest risk factor). • A mother, older sister, or cousin within the family has previously undergone FGM. • Parents requesting unauthorized, unexplained, or extended leave—particularly directly before or during the summer holiday period—to travel to a country where FGM is prevalent.	• The child confiding that she is going on a long holiday, attending a "special occasion", or undergoing a "special procedure to become a woman". • Sections missing from the child's 'Red Book' (Child Health Record), or family attendance at travel clinics for anti-malarial medication and vaccinations ahead of high-risk travel. • A parent or family member explicitly expressing fear or concern to staff that FGM may be forced upon the child by wider family networks.

So-called '**honour-based' abuse (HBA)** encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

The school recognizes that HBA differs from other forms of domestic abuse as it frequently involves a wider network of multiple perpetrators, including parents, siblings, aunts, uncles, and community elders.

In line with **KCSIE 2026**, staff must be alert to the digital and technological facets of HBA. This includes the use of digital media devices, spyware, and social media platforms by family networks to monitor, track, cyberstalk, or restrict a child's freedom and digital footprint.

Staff Action - All forms of HBA are child abuse and will not be tolerated. If any member of staff suspects a child is suffering or is at risk of HBA, they must immediately alert the DSL. Staff must never attempt to mediate with the family independently, as this drastically increases the immediate danger to the child.

Forced Marriage - Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

The Law on Minors - It is a strict criminal offense to carry out any conduct intended to cause a child under the age of 18 to marry, regardless of whether coercion or threats are used. Legally, a child cannot consent to marriage, and "unofficial" or non-binding religious and cultural marriages involving minors are entirely illegal.

Prohibited Staff Actions - Staff must **never** contact the family, attempt to investigate the claims, or alert the parents to the school's suspicions, as doing so can trigger immediate harm or flight.

DSL Escalation Pathway - Any staff concern regarding forced marriage must be reported to the DSL instantly. The DSL will immediately contact the Sheffield Safeguarding Hub (0114 273 4855) and seek specialized, urgent intervention from the statutory **Forced Marriage Unit (FMU)** via phone at 020 7008 0151 or via secure email at fmu@fcdo.gov.uk.

3.7 CHILD ON CHILD ABUSE

Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child-on-child abuse, acknowledging that while anyone can be a victim or a perpetrator, girls are statistically disproportionately affected by sexual violence and sexual harassment.

Child-on-child abuse can manifest across both physical and digital environments. It is most likely to include, but is not limited to:

- **Bullying and Cyber-bullying:** Repetitive, intentional harmful behaviour, which includes prejudice-based, identity-driven, and discriminatory bullying (e.g., racism, homophobia, misogyny, antisemitism, or targeting children with Special Educational Needs and Disabilities).
- **Physical Abuse:** Acts such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing intentional physical harm. This includes any digital or online element utilized to facilitate, coordinate, threaten, or encourage physical violence.
- **Sexual Violence and Harassment:** Severe acts including sexual assault, or broader patterns of inappropriate behaviour such as unwanted sexual comments, remarks, jokes, gestures, and standalone or systematic online sexual harassment.
- **Coerced Sexual Activity:** Pressuring a peer to engage in sexual activity without their full and free consent, such as forcing a child to strip, touch themselves, or engage in sexual behaviour with others.
- **The Making or Sharing of Nudes and Semi-Nudes:** The digital creation, possession, or distribution of explicit, nude, or semi-nude imagery or videos. The school's safeguarding response will differentiate between **consensual peer exploration** (requiring a pastoral, digital resilience, and non-punitive educational response) and **non-consensual sharing**, which is treated as an illegal and abusive act.
- **Up-skirting:** Taking a picture or recording under a person's clothing without their explicit permission, with the intent to view their genitals or buttocks to obtain gratification, or to cause humiliation, distress, or alarm.
- **Initiation and Hazing:** Harmful rituals involving harassment, degradation, abuse, or humiliation used as a prerequisite for joining a specific peer group or school team.
- **Discriminatory behaviour:** including racism, faith targeted abuse and other prejudice-based incidents.

Online Peer Harassment and AI Harm

Where children abuse or target their peers online, it frequently extends beyond the school gates. Online peer abuse can take the form of:

- Abusive, harassing, and misogynistic messages across gaming lobbies, direct messages (DMs), or messaging apps.
- The non-consensual distribution of nudes and semi-nudes within online chat groups.
- The malicious deployment of generative AI tools to create, manipulate, or distribute altered text, audio, or explicit/humiliating imagery of their peers (including deepfakes).

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment

Procedures for dealing with allegations of child-on-child abuse where the allegation raises safeguarding concerns:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL may contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL may contact support services if agreed with parent/carers/child
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Promote an inclusive, anti-discriminatory culture where racism and other forms of discriminatory behaviour are recognized, challenges and addressed.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent, digital citizenship, personal boundaries, and age-appropriate consent education across the RSHE and Computing curriculum.
- Ensure pupils know who and how they can share concerns in school
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

- Address the digital fallout of peer incidents, ensuring staff are aware that social media platforms are highly likely to be used by wider peer groups to exacerbate the conflict, issue threats, or harass the victim or witnesses.

The DSL/Headteacher will take the lead role in any sanction of the alleged perpetrator(s). We will provide support at the same time as imposing any sanction.

Sanctions can be in place while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

Incidents are recorded on CPOMS and monitored by DSL/DDSL and reported on to the governing

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

3.8 MENTAL HEALTH OF CHILDREN AND YOUNG PEOPLE

The school recognises that a child's mental health and overall well-being are intrinsically linked to their safety and protection. Poor parental and/or child mental health can significantly impact a child's developmental milestones, academic attainment, and emotional resilience. Staff understand that children experiencing mental health difficulties or psychological vulnerabilities are often at an elevated risk of being targeted by other safeguarding harms, including online grooming, child sexual or criminal exploitation (CSE/CCE), and child-on-child abuse.

Mental health problems can be a direct indicator or symptomatic expression of underlying abuse, neglect, or exploitation. Staff must maintain a high level of vigilance regarding the lasting psychological impact of Adverse Childhood Experiences (ACEs) and trauma. Staff must remain alert to sudden or progressive behavioral shifts that suggest a pupil may be experiencing, or is at risk of developing, a mental health problem. These signs can directly influence a child's:

- **School Attendance:** School refusal, frequent unauthorized absences, or persistent lateness.
- **Behaviour:** Increased volatility, uncharacteristic aggression, severe withdrawal, or extreme compliance.
- **Academic Progress:** A sudden, unexplained decline in focus, work completion, and engagement.

Internal Identification and Reporting Procedures - School staff are not medical professionals and are not expected to diagnose mental health conditions. Their statutory duty is the early identification of concern.

- **Immediate Escalation** - If a staff member notices changes in a pupil's emotional baseline or has cause for concern regarding their mental health, they must record the details on CPOMS and speak directly to the DSL.
- **DSL and SMHL Collaboration** - The DSL will work in immediate partnership with the school's designated **Senior Mental Health Lead (SMHL)** to evaluate whether the behavioral or emotional changes stem from an underlying safeguarding or child protection issue, or require targeted internal pastoral support.

Multi-Agency Escalation Pathways - The school operates a tiered response to address identified mental health needs, ensuring that parents and carers are actively engaged throughout the process:

- **Internal Support Mechanisms** - Deploying targeted school-based interventions, including learning mentors or school MHST provisions.
- **Primary Care Interventions:** Supporting families to access external advice through their General Practitioner (GP).
- **Statutory Specialist Services:** Where a child displays significant, acute, or high-risk mental health crises, the DSL will initiate a direct referral to the **Child and Adolescent Mental Health Services (CAMHS)** or the **Sheffield Safeguarding Hub (0114 273 4855)**.

Holistic Data Sharing: When triggering any external or statutory social care referral, staff must ensure that detailed comprehensive insights regarding the child's mental health, trauma history, and emotional vulnerabilities are explicitly shared to inform the multi-agency risk assessment.

Further operational guidance on managing these intersections can be reviewed within the statutory DfE [Mental Health and Behaviour in Schools Guidance](#).

3.9 CHILDREN WHO ARE ABSENT FROM EDUCATION

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, physical health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become absent/missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM Come from Gypsy, Roma, or Traveler families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend school
- Come from new migrant families

Mundella Primary School will promote regular attendance and follow its Attendance Policy when responding to unexplained, irregular, persistent or severe absence. Staff will make appropriate enquiries about the reasons for absence and remain alert to any safeguarding concerns. Where absence gives rise to a safeguarding concern, this will be reported to the Designated Safeguarding Lead (DSL) without delay. The school will not wait for a particular attendance threshold before taking safeguarding action.

A child is considered to be a child missing education (CME) where they are of compulsory school age, are not registered at a school and are not receiving suitable education otherwise than at school. The school will work with the local authority to identify and support children who are missing, or at risk of becoming missing, from education.

Mundella Primary School will maintain accurate admission and attendance registers and comply with the School Attendance (Pupil Registration) (England) Regulations 2024 when adding or removing pupils from the admission register. The school will not remove a pupil simply because of poor attendance or because a parent/carer indicates an intention to home educate. Any deletion from the admission register will only take place where a prescribed statutory ground has been met and the required procedures and reasonable enquiries have been completed.

Where a pupil leaves the school, including at a non-standard transition point, the school will make reasonable enquiries to establish their destination and will provide the local authority with the information required. The school will follow the local authority's procedures where a child is believed to be missing from education or at risk of becoming so.

In Sheffield, cases of children missing education or at risk of doing so should be referred to the **Sheffield City Council Children Missing from Education Team** using the current contact details published by the local authority.

3.10 PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Children with special educational needs and disabilities (SEND) may face additional safeguarding challenges and barriers to recognising, communicating and reporting concerns. The school recognises that they may be particularly vulnerable to abuse, neglect, exploitation, bullying, child-on-child abuse and online harms.

Additional safeguarding considerations may include:

- assumptions that changes in behaviour, mood, presentation or physical appearance, including injuries, are related to a child's SEND and do not require further exploration;
- communication difficulties which may affect a child's ability to recognise, disclose or report abuse, neglect, exploitation or bullying, including where alternative or augmentative communication is required;
- increased vulnerability to isolation, bullying, discrimination and child-on-child abuse, including where there may be few obvious outward signs;
- difficulties understanding relationships, boundaries, grooming, exploitation or the consequences of certain behaviours;
- difficulties distinguishing fact from fiction online and understanding the potential impact of viewing, sharing or repeating harmful content or behaviours; and
- increased vulnerability to inappropriate online contact, coercion, exploitation and harmful content.

The school will maintain a **child-centred approach** and staff will not assume that a child's SEND explains changes in behaviour, presentation, communication, emotional state or physical appearance. Staff will remain professionally curious and report any safeguarding concerns in accordance with the school's safeguarding procedures.

The school will ensure that appropriate communication methods, reasonable adjustments and other support are in place so that pupils with SEND can express their wishes and feelings, report concerns and participate effectively in safeguarding processes. A lack of verbal communication must not be regarded as an inability to communicate or as evidence that a child has no safeguarding concerns.

Where safeguarding concerns arise, the **DSL will work closely with the SENCO** and, where appropriate, other relevant professionals and agencies. The child's individual needs, communication requirements and vulnerabilities will be considered when assessing and responding to concerns.

Where necessary, the school will provide additional pastoral, emotional, communication or practical support and make reasonable adjustments to ensure that safeguarding support is accessible. The school will also consider whether additional measures are required to reduce identified risks and promote the child's safety, inclusion and wellbeing.

The DSL and SENCO will ensure that relevant safeguarding concerns, support needs and risk assessments are appropriately considered and reviewed. Where appropriate, the school will work with parents/carers and relevant external agencies in accordance with safeguarding and information-sharing requirements.

All staff will receive appropriate safeguarding training and will understand the additional vulnerabilities that may affect pupils with SEND. Staff will follow the principle that **it could happen here** and ensure that a child's SEND does not result in safeguarding concerns being overlooked, minimised or incorrectly attributed to their additional needs.

3.11 DOMESTIC ABUSE

Domestic abuse is defined in the Domestic Abuse Act 2021 as a single incident or pattern of behaviour involving controlling or coercive behaviour, violence or abuse between people aged 16 or over who are personally connected. It can include physical, sexual, psychological, emotional and economic abuse, as well as stalking, harassment, so-called 'honour'-based abuse, forced marriage and other forms of abuse.

Children are recognised as **victims of domestic abuse in their own right** where they see, hear or experience the effects of domestic abuse. They may be affected even when they are not directly involved in, or present during, an incident. Exposure to domestic abuse can have a significant and long-term impact on a child's emotional and psychological wellbeing, behaviour, development, relationships, health and ability to learn.

Domestic abuse can occur within the home or within a young person's own intimate relationship, including **teenage relationship abuse**. Where concerns arise about the safety or welfare of a child, the school's safeguarding procedures will be followed.

Staff should remain alert to possible indicators of domestic abuse, which may include:

- changes in behaviour, mood, attendance or presentation;
- anxiety, withdrawal, distress or difficulties with relationships;
- unexplained injuries or physical symptoms;
- poor concentration or changes in academic engagement;
- increased aggression or challenging behaviour;
- fearfulness or reluctance to go home;

- a child taking on caring responsibilities or appearing unusually protective of a parent or sibling; and

disclosures or information suggesting that a child has seen, heard or experienced domestic abuse.

These indicators may have a number of causes and should not be considered in isolation. Staff will maintain professional curiosity and report any concerns to the DSL in accordance with the school's safeguarding procedures.

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 - The school participates in Operation Encompass, the statutory information-sharing scheme between the police and educational settings. Where police attend a domestic abuse incident and have reasonable grounds to believe that a child may be a victim of domestic abuse, the police have a duty to notify the child's educational setting. This includes children who are not physically present at the incident but are connected to the household.

The DSL, or appropriately trained member of staff, will respond to an Operation Encompass notification by considering the child's individual circumstances and providing appropriate support and safeguarding. Information received will be recorded and handled in accordance with the school's safeguarding and information-sharing procedures.

An Operation Encompass notification **does not replace a safeguarding referral**. Where there are concerns that a child is suffering, or is likely to suffer, significant harm, the school will make a referral to the relevant children's social care service in accordance with local safeguarding procedures.

All staff are expected to understand the impact domestic abuse can have on children and to report concerns promptly to the DSL. The school will work with parents/carers and relevant agencies where appropriate to promote the safety, wellbeing and protection of children affected by domestic abuse.

3.12 HOMELESSNESS

Being homeless or at risk of homelessness can increase a child's vulnerability and may have a significant impact on their safety, health, wellbeing, education and development.

The DSL will be aware of local authority housing services and relevant referral routes so that concerns about housing insecurity can be identified and addressed at the earliest opportunity. Where there are safeguarding concerns that a child has been harmed or is at risk of harm, the school will follow its safeguarding procedures and make a referral to children's social care where appropriate.

Indicators that a child or family may be experiencing, or be at risk of, homelessness may include:

- rent or mortgage arrears or significant household debt;
- being asked to leave accommodation or receiving notice to leave;
- living in temporary, overcrowded or unsuitable accommodation;
- frequent changes of address or living arrangements;
- domestic abuse;
- anti-social behaviour or disputes affecting the family's accommodation; and
- a family seeking emergency housing or other housing support.

Staff will remain professionally curious and consider the wider circumstances affecting the child and family. Any concerns will be shared with the DSL in accordance with the school's safeguarding procedures, with appropriate support offered or referrals made where necessary.

3.13 RADICALISATION, EXTREMISM AND PREVENT DUTIES

The school recognises that children can be vulnerable to radicalisation and exploitation by individuals or groups seeking to draw them into terrorism or extremist activity. The **Prevent duty** forms part of the school's wider safeguarding responsibilities and aims to identify concerns at an early stage and provide appropriate support.

Radicalisation is the process by which a person comes to support terrorism or forms of extremism associated with terrorism. There is no single profile or pathway to radicalisation, and concerns should always be considered in the context of the individual child and their circumstances.

Children may be vulnerable to radicalisation through a range of factors, which may include:

- exposure to extremist or terrorist content, including online;
- pressure or influence from peers, adults or groups;
- social isolation, bullying or a lack of belonging;
- personal, social or political grievances;
- experiences of discrimination, racism or hate crime;
- vulnerability, exploitation or a desire for identity, belonging or acceptance; and

contact with individuals or groups promoting extremist or terrorist views.

These factors do not, individually, indicate that a child is being radicalised. Staff should remain professionally curious and consider any changes in behaviour, language, relationships, online activity or attitudes alongside the wider circumstances of the child.

Responding to concerns

Any concern that a child may be susceptible to radicalisation or may be at risk of being drawn into terrorism should be reported to the **DSL** in accordance with the school's safeguarding procedures.

The DSL will consider the concern, assess the level of risk and seek advice where appropriate from the **local authority Prevent lead, children's social care and/or the police**. Where there is a concern that a child may be susceptible to radicalisation, a **Prevent referral** may be made in accordance with local procedures. Schools should use the *Prevent Notice, Check, Share* approach when considering concerns.

A Prevent referral is a safeguarding referral and **does not require the consent of the child or their parents/carers**. Where appropriate, a referral may subsequently be considered for support through **Channel**, prevent voluntary, multi-agency safeguarding programme. Channel support is consent-based; for children under 18, the necessary consent is normally provided by a parent, guardian or person responsible for their care.

Prevent does not replace existing safeguarding procedures. Where a child is suffering, or is likely to suffer, significant harm, the school will follow its child protection procedures and make a referral to children's social care and/or the police as appropriate.

Where there is an **immediate risk of harm or a terrorism-related emergency**, staff should contact the police on **999** and inform the DSL as soon as it is safe and practicable to do so.

The school will maintain appropriate arrangements to meet its Prevent duty, including:

- ensuring that the DSL and relevant senior leaders understand local Prevent referral procedures;
- providing appropriate Prevent and safeguarding training for staff;
- maintaining an environment in which children can discuss sensitive issues safely and respectfully;
- promoting critical thinking, resilience, democracy, the rule of law, individual liberty and mutual respect and tolerance through the curriculum and wider school life;
- ensuring that concerns about radicalisation are shared promptly and appropriately; and
- working with the local authority, police and other relevant agencies where necessary.

The school will ensure that concerns about radicalisation are considered alongside other safeguarding vulnerabilities, including exploitation, bullying, abuse, online harms and mental health or wellbeing concerns. Staff will avoid making assumptions based on a child's background, religion, ethnicity, beliefs or political views and will focus on **behaviour, vulnerability, risk and safeguarding need**.

The DSL will ensure that relevant Prevent concerns, referrals, advice and actions are appropriately recorded and managed in accordance with the school's safeguarding and information-sharing procedures. Where a child engages with Channel, relevant information and outcomes will be recorded and transferred appropriately should the child move to another education setting.

3.14 LOOKED-AFTER CHILDREN AND PREVIOUSLY LOOKED-AFTER CHILDREN

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- We have appointed a designated teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The Designated Teacher will:

- promote the educational achievement and wellbeing of looked-after and previously looked-after children;
- work closely with the DSL, Virtual School Head and other relevant professionals to support children's safeguarding and educational needs;
- ensure that relevant information about a child's looked-after status, care arrangements and contact arrangements is shared appropriately with staff who need to know; and
- support the effective use of **Pupil Premium Plus** and the child's Personal Education Plan (PEP), where applicable.
- LAC Lead or DSL may liaise with the Virtual school Head in regard to children who are living in Kinship Care

The DSL and Designated Teacher will also work with the **Virtual School Head** where appropriate to support children with a social worker, including children in need and those subject to child protection plans, in accordance with local arrangements.

All staff will follow the school's safeguarding procedures and ensure that the individual circumstances and vulnerabilities of looked-after and previously looked-after children are considered when responding to concerns.

Sheffield Virtual School Team - Head of Virtual School - Telephone: 0114 273 4452

3.15 CHILDREN WITH FAMILY MEMBERS IN PRISON AND CHILDREN INVOLVED IN THE COURT SYSTEM

The school recognises that children with a family member in prison, or who are involved in court proceedings, may experience additional vulnerabilities, including emotional distress, stigma, isolation, financial hardship and disruption to family relationships.

Staff will remain alert to the impact these circumstances may have on a child's wellbeing, behaviour, attendance, relationships and educational progress. Where appropriate, the school will provide pastoral support and work with the child, parents/carers and relevant professionals to identify and address any safeguarding or wellbeing concerns.

Children may also be required to give evidence in criminal proceedings, including where they are a victim or witness. The school will provide appropriate support and reasonable adjustments to help children understand and manage the process.

Family court proceedings, including child arrangement proceedings following parental separation, can also be stressful for children and may increase conflict within families. Staff will remain alert to the impact of such circumstances on children and will follow the school's safeguarding procedures where concerns about a child's welfare or safety arise.

The school may use appropriate resources and guidance from organisations including the **National Information Centre on Children of Offenders (NICCO)**, the Ministry of Justice and other relevant agencies to support children and families.

Separate age-appropriate guides for schools to support children have been published [5 to 11 year-olds](#) and [12 to 17 year-olds](#) . This explains each step of the process and the support and special measures that are available.

3.16 PARENTAL ALCOHOL AND DRUG USE

Parental or carer alcohol or drug misuse can increase the risk of harm to children and may affect their physical and

emotional wellbeing, development, safety and education.

The school will remain alert to signs that parental or carer substance misuse may be affecting a child's safety or wellbeing. Staff will report concerns to the **DSL**, who will consider the child's individual circumstances and the level of risk.

Where a child has suffered, or is likely to suffer, harm, the school will follow its safeguarding procedures and make a referral to **children's social care** where appropriate.

The impacts on children include:	
• neglect or physical and emotional harm; • poor physical or mental health; • disrupted education, poor attendance or reduced educational attainment; • taking on inappropriate caring responsibilities;	• exposure to unsafe or criminal behaviour; and • increased vulnerability to developing harmful behaviours themselves.

Where a child has been harmed or is at risk of harm, the DSL will make a referral to children's social care.

3.17 NON-COLLECTION OF CHILDREN

If a child is not collected at the end of the school day or agreed session, staff will:

- check whether there has been any change to the usual collection arrangements;
- make reasonable attempts to contact the parent/carer, person with parental responsibility or other authorised collector;
- ensure that the child does not leave the premises with anyone who is not authorised to collect them;
- keep the child safely supervised by appropriate staff while arrangements are made for collection;
- seek advice from the **DSL** if there are concerns about the child's safety or welfare or if the child cannot be collected within a reasonable period;
- contact **children's social care and/or the police** where necessary, in accordance with local safeguarding procedures and the circumstances of the child; and
- ensure that the child is only released to an appropriately authorised person or following advice from the relevant safeguarding agency.

Staff must not take a child home or transport them in their own vehicle unless this has been specifically authorised by the school and appropriate safeguarding, insurance and risk assessment arrangements are in place.

The incident, actions taken and outcome will be recorded on **CPOMS** in accordance with the school's safeguarding recording procedures.

3.18 CHILDREN WHO ARE LESBIAN, GAY, BISEXUAL OR GENDER QUESTIONING

The school recognises that children who are lesbian, gay or bisexual, or who are questioning their gender, may experience additional vulnerabilities, particularly in relation to bullying, harassment, discrimination and abuse.

Being lesbian, gay or bisexual is not in itself a safeguarding risk factor. However, children may be targeted because of their actual or perceived sexual orientation, and staff will remain alert to the impact this may have on their safety and wellbeing. Children who are questioning their gender may also have wider or individual vulnerabilities that require careful consideration.

The school will promote a safe, inclusive environment where children can speak to trusted adults about concerns. Any reports of bullying, harassment, abuse or discrimination will be taken seriously and dealt with in accordance with the school's safeguarding and behaviour procedures.

When supporting a child who is questioning their gender, the school will take a careful, child-centred approach,

considering the child's individual circumstances, wellbeing and safeguarding needs. Decisions will be made in the child's best interests, with appropriate involvement of parents/carers and consideration of any relevant clinical advice, except where involving parents/carers would create a significant risk of harm to the child.

Any safeguarding concerns involving a child who is lesbian, gay, bisexual or gender questioning will be reported to the DSL and managed in accordance with this policy.

3.19 OTHER VULNERABLE GROUPS

The school recognises that some children may face additional safeguarding vulnerabilities because of their individual circumstances. Staff will remain professionally curious and consider the child's individual needs, circumstances and any potential risks.

Children who are Electively Home Educated - Where parents/carers are considering, or have decided, to educate a child at home, the school will follow the appropriate procedures and consider whether there are any safeguarding or welfare concerns. Particular care will be taken where a child is being removed from the school roll to be educated at home and there are existing safeguarding concerns, attendance concerns or other vulnerabilities.

Where appropriate, the school will work with the local authority and other relevant agencies to ensure that any safeguarding concerns are shared promptly.

Young Carers - Young carers may have additional responsibilities that affect their wellbeing, attendance, education and development. Staff will remain alert to signs that a child may be undertaking inappropriate or excessive caring responsibilities. Where appropriate, the school will provide pastoral support and work with the child, parents/carers and relevant services, including early help and local young carers services, to ensure the child's needs are identified and supported.

Private Fostering - Private fostering is an arrangement where a child under the age of 16 (or under 18 if disabled) is cared for and provided with accommodation by someone who is not a parent, person with parental responsibility or close relative, for 28 days or more. The school has a duty to notify the local authority where it becomes aware of, or has reason to believe, that a child is being privately fostered. Staff should report any concerns or information about a possible private fostering arrangement to the DSL, who will follow the appropriate local authority safeguarding procedures.

Children with Social Workers - Children with a social worker may experience additional vulnerabilities and may face barriers affecting their attendance, education, behaviour, health and wellbeing. The DSL will ensure that information about a child's social worker status is appropriately recorded and shared with staff who need to know, so that the child's safeguarding and educational needs can be effectively supported.

Children with Medical Conditions and Allergies

Children with medical conditions, including serious allergies, may face additional safeguarding vulnerabilities, including bullying, discrimination, isolation, emotional distress and deliberate harm. Staff should be alert to changes in behaviour, attendance or presentation, concerns about the management of a child's medical needs, failure to follow agreed healthcare arrangements, or any deliberate interference with medication or exposure to a known allergen. Such concerns must be reported in accordance with the school's safeguarding procedures. The school will ensure that appropriate Individual Healthcare Plans, risk assessments and emergency arrangements are in place and that relevant staff are appropriately trained. Children with medical conditions and allergies will be supported to participate safely and fully in school life, with reasonable adjustments made where necessary.

SECTION 4 - CREATING A SAFE ENVIRONMENT

The school aims to create an environment in which:

- all staff, including governors and volunteers, feel able to raise safeguarding concerns and are supported in their safeguarding responsibilities;
- the school buildings and grounds are safe and provide an environment where children feel safe;
- parents and carers understand the school's safeguarding principles and procedures; and
- clear procedures are in place for receiving and managing visitors and contractors, including appropriate identification, safeguarding checks and supervision where required.

4.1 CHECKING THE IDENTITY AND SUITABILITY OF VISITORS

All visitors must report to the school office on arrival, state the purpose of their visit and follow the school's visitor procedures. Visitors who are not known to the school will have their identity and reason for visiting checked before being allowed beyond the school office.

Visitors will be required to:

- provide appropriate identification where requested;
- sign in and wear a visitor's badge;
- remain within the areas relevant to their visit; and
- be accompanied by a member of staff where required by the nature of their role or the school's risk assessment.

Visitors attending for a professional purpose will be subject to the appropriate safeguarding checks and verification arrangements for their role. Where the visitor is undertaking regulated activity with children, the school will ensure that the appropriate recruitment and DBS checks have been completed before they undertake the activity. Where an individual is supplied by another organisation, the school will obtain appropriate assurance from that organisation regarding the checks undertaken.

Visiting speakers and other external visitors who may have contact with pupils will be subject to appropriate safeguarding arrangements, including consideration of their identity, suitability, the content and purpose of their visit and whether they require supervision.

The school will not rely solely on a visitor's verbal confirmation of their DBS status. The level of supervision and any checks required will be determined by the nature and duration of the visit and the individual's contact with children.

The school reserves the right to refuse entry to, or require the departure of, any visitor where there are safeguarding or security concerns.

All visitors must follow the school's safeguarding procedures and report any safeguarding concern to the DSL or another appropriate member of staff.

4.2 USE OF SCHOOL PREMISES FOR NON SCHOOL ACTIVITIES/ EX. CURRICULAR ACTIVITIES

Where the school premises are hired or used by external organisations or individuals, the school will ensure that appropriate safeguarding arrangements are in place to protect children.

Where activities are provided by school staff, the school's usual safeguarding and child protection procedures will apply. Where activities are provided by an external organisation or individual, the school will seek appropriate assurance that the provider has suitable safeguarding and child protection policies and procedures. Where appropriate, safeguarding requirements will be included in the relevant letting or transfer of control agreement.

External organisations providing activities for children on school premises will be expected to work with the school to safeguard children and to ensure that their staff and volunteers are appropriately checked, supervised and aware of their safeguarding responsibilities.

Any safeguarding concern or allegation relating to an external provider, individual or activity taking place on school premises will be managed in accordance with this safeguarding policy and the school's procedures for managing allegations against adults working with children.

SECTION 5: SAFEGUARDING ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- A planned programme of relationships includes sex and health education (RSHE), which is inclusive and delivered regularly.

5.1 ALL STAFF WILL

- Read and understand **Part One of Keeping Children Safe in Education (KCSIE)** and the school's safeguarding and child protection policy and sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- complete safeguarding induction and training and keep their knowledge up to date;
- know the role and identity of the **DSL and deputy DSLs**, and understand the school's procedures for reporting safeguarding concerns;
- understand the school's procedures for **early help, referrals to children's social care and children who are missing from education**;
- recognise signs and indicators of abuse, neglect and exploitation, including online harms and other safeguarding concerns;
- understand that children can be at risk of harm **at home, at school, online and in the wider community**;
- provide a safe and supportive environment where children feel able to speak about concerns;
- listen to children, take concerns seriously and **act immediately** by reporting concerns to the DSL or deputy without delay;
- maintain appropriate confidentiality and understand that **data protection legislation is not a barrier to sharing information when this is necessary to safeguard a child**; and
- understand that children with additional vulnerabilities, including SEND, may face barriers to recognising, communicating or reporting abuse.

Staff must maintain **professional curiosity** and remember that safeguarding concerns can arise in any child. They should follow the principle that **"it could happen here"** and must not delay reporting a concern because they are unsure whether it meets a particular threshold.

If a child makes a disclosure or a member of staff identifies a safeguarding concern, the concern must be reported to the **DSL or deputy without delay** and recorded in accordance with the school's safeguarding procedures. If a child is in immediate danger, staff should contact the police on **999**.

5.2 THE DESIGNATED SAFEGUARDING LEAD (DSL)

DSL is Will Smith – Headteacher. DDSL – Lisa Hewitt

The DSL takes lead responsibility for child protection and wider safeguarding in the school, including online safety

The DSL will be available during school hours during term time for staff to discuss safeguarding concerns. When the

DSL is unavailable, a **Deputy DSL** will provide cover. Where neither the DSL nor Deputy DSL is available, an appropriately trained member of the senior leadership team will provide safeguarding cover.

The school will ensure that the DSL has sufficient **time, funding, training, resources and support** to carry out their role effectively.

The DSL will:

- provide advice and support to staff on safeguarding and child protection matters;
- contribute to assessments and multi-agency safeguarding work;
- make appropriate referrals to children's social care, the police, Prevent/Channel and other relevant agencies, and support staff who make referrals directly;
- maintain a good understanding of safeguarding issues, including **harmful sexual behaviour, child-on-child abuse, exploitation and online harms**;
- work with the local authority, designated safeguarding professionals and other relevant agencies as appropriate;
- ensure that safeguarding concerns, actions, decisions and outcomes are appropriately recorded and monitored;
- understand the school's **filtering and monitoring arrangements** and ensure that safeguarding concerns identified through these systems are acted upon promptly;
- ensure that roles and responsibilities for filtering and monitoring are clearly allocated and that the effectiveness of these systems is regularly reviewed; and
- ensure that filtering and monitoring arrangements support safeguarding without unnecessarily restricting legitimate teaching and learning.

The DSL will ensure that safeguarding remains a **child-centred, whole-school responsibility** and that staff understand that concerns must be acted upon promptly.

5.3 THE GOVERNING BOARD

The governing board will:

provide strategic leadership and oversight of safeguarding and child protection, ensuring that safeguarding is at the heart of the school's culture, policies and procedures;

- approve this safeguarding and child protection policy and ensure that it is reviewed regularly and complies with relevant legislation and statutory guidance;
- appoint a safeguarding link governor to monitor the effectiveness of the school's safeguarding arrangements. The link governor will be separate from the DSL;
- ensure that the DSL has the appropriate **status, authority, time, funding, training, resources and support** to carry out their role effectively;
- ensure that online safety, including filtering and monitoring, is an integral part of the school's whole-school safeguarding approach;
- ensure that appropriate procedures are in place to respond to safeguarding concerns and allegations about staff, volunteers, contractors and other adults working with children, including **low-level concerns**;
- ensure that the safeguarding policy recognises the additional barriers to recognising and reporting abuse that may be experienced by children with SEND or certain medical or physical health conditions; and
- hold the headteacher and school leadership to account for the effective implementation of safeguarding arrangements.

Use of the school premises by other organisations

Where another organisation provides services or activities on the school premises, the governing board will ensure that appropriate safeguarding arrangements are in place. This will include:

- seeking appropriate assurance that the organisation has suitable safeguarding and child protection policies and procedures;
- ensuring that safeguarding responsibilities and arrangements for liaison with the school are clearly established;

- ensuring that appropriate safeguarding requirements are included in any agreement for use of the school premises; and
- taking appropriate action where an organisation fails to comply with agreed safeguarding requirements.

All governors will be provided with appropriate safeguarding training and will be expected to understand their safeguarding responsibilities, including the requirements of **Keeping Children Safe in Education**.

5.3 THE HEADTEACHER

- ensure that staff, including temporary staff, volunteers and other relevant adults, receive appropriate safeguarding information and induction;
- ensure that staff understand and follow the school's safeguarding and child protection procedures, including those relating to referrals and information sharing;
- ensure that parents and carers are made aware of the school's safeguarding arrangements, including through the school website;
- ensure that the DSL has sufficient **time, funding, training, resources and support** to carry out their role effectively and that appropriate safeguarding cover is in place when the DSL is absent;
- ensure that all staff receive appropriate safeguarding and child protection training and that this is updated in accordance with statutory guidance and the school's training programme;
- act as the **case manager** for allegations concerning staff members or volunteers, where appropriate, and ensure that the correct procedures are followed;
- ensure that low-level concerns about adults working in the school are appropriately recorded, considered and responded to in accordance with the school's low-level concerns procedure; and
- ensure that appropriate staffing arrangements and ratios are maintained where required.

5.4 VIRTUAL SCHOOL HEADS

Virtual School Heads have statutory responsibilities for promoting the educational outcomes of **looked-after children and previously looked-after children**.

They also have strategic responsibility for promoting the educational outcomes of **children with a social worker and children in kinship care**. This includes working with schools and relevant professionals to identify and address barriers to attendance, attainment, progress and wellbeing.

The school will work with the Virtual School Head and relevant professionals, including the **DSL, SENCO, social workers and mental health leads**, where appropriate, to support children and promote their educational outcomes.

For looked-after and previously looked-after children, the **Designated Teacher** will work closely with the Virtual School Head in accordance with statutory guidance.

SECTION 6: SAFEGUARDING PROCEDURES AND PROCESSES

If a child makes a disclosure or a member of staff has a safeguarding concern, staff should:

- **listen carefully and take the child seriously**, allowing them time to speak freely and avoiding leading questions;
- remain calm and avoid showing shock or disbelief;
- reassure the child that they have done the right thing by telling someone and never criticise them for not telling someone sooner;
- explain what will happen next and that the information must be shared with those who need to know to keep them safe. **Do not promise confidentiality**;
- make a prompt, factual record of the concern on **CPOMS**, using the child's own words where possible and clearly distinguishing fact from opinion;
- report the concern to the **DSL or Deputy DSL without delay**. Where appropriate, staff may make a referral directly to children's social care or the police and must inform the DSL as soon as possible; and
- maintain confidentiality and only share information with those who need to know in accordance with safeguarding and information-sharing procedures.

Staff should remember that some children may:

- not feel ready or know how to tell someone that they are experiencing abuse, neglect or exploitation;
- not recognise their experiences as harmful or abusive; or
- feel embarrassed, frightened, humiliated or threatened, particularly where they have additional vulnerabilities or communication difficulties.

These barriers should **not prevent staff from acting on concerns**. Staff should maintain professional curiosity, listen carefully and speak to the DSL whenever they are concerned about a child's welfare.

6.1 EARLY HELP

Early help is support for children and families that improves resilience and outcomes or reduces the likelihood of problems escalating.

The school will identify and respond to emerging needs at the earliest opportunity, in accordance with this policy and the procedures of the **Sheffield Safeguarding Partnership**.

All staff, including governors and volunteers, should be alert to emerging concerns and understand the importance of providing appropriate support as soon as a need is identified. This includes being professionally curious about changes in a child's presentation, behaviour, attendance, relationships or circumstances and sharing concerns with the DSL.

Where early help is appropriate, the school will work with the child, parents/carers and relevant agencies to:

- identify the child's needs;
- contribute to an assessment of need;
- provide or coordinate appropriate support; and
- review progress and consider whether further action is required.

The school may be asked to contribute to, or in some circumstances lead, an early help assessment or plan. The DSL will monitor the child's circumstances and consider escalation to **children's social care** where the child's needs are not being met, concerns escalate or there is a risk of harm.

Staff should be particularly alert to children who may require additional support because of their individual circumstances, including children who:

- have SEND or a disability;
- are young carers;
- are experiencing domestic abuse, parental substance misuse, parental mental health difficulties or other family difficulties;
- are privately fostered, returning home from care or have a parent/carer in custody;
- are experiencing bereavement or difficulties with their emotional wellbeing;
- are persistently absent, missing education or frequently missing from home or care;
- are at risk of exploitation, trafficking, radicalisation, serious violence, criminal or sexual exploitation or other forms of harm; or

are experiencing bullying, child-on-child abuse or harmful online experiences.

This list is **not exhaustive**. Staff should consider the individual circumstances and needs of each child and seek advice from the DSL whenever they are concerned.

6.2 REFERRING TO CHILDREN'S SOCIAL CARE

Where a safeguarding concern is identified, including where a child has suffered an injury, made a disclosure of abuse, or there is concern that they are suffering or are likely to suffer significant harm, the school's safeguarding procedures must be followed without delay.

Any concern about the welfare or safety of a child must be reported to the Designated Safeguarding Lead (DSL) or one of the Deputy DSLs as soon as possible. However, staff should not delay action where they believe a child is at immediate risk of harm. **Anyone can make a referral to Children's Social Care** and staff should be clear that they have a responsibility to act on concerns and not assume that someone else will do so.

Where there is a concern that a child is suffering, or is likely to suffer, significant harm, a referral to local authority Children's Social Care should be made **immediately**, in accordance with local safeguarding partnership procedures. The DSL will coordinate the school's response and ensure that appropriate action is taken.

Where a child is already known to Children's Social Care or another relevant multi-agency service, the DSL should establish who is leading the case and ensure that concerns are shared with the appropriate professional. If there is no allocated social worker or lead professional, the school should contact Children's Social Care using the current local safeguarding arrangements and referral procedures.

Where appropriate, the school will work in partnership with the child, parents/carers and relevant agencies. Parents/carers should normally be informed of concerns and proposed actions. However, the school should **not** inform parents/carers before making a referral where doing so may:

- place the child or another person at increased risk of harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to an unjustified delay in making enquiries about significant harm; or
- otherwise compromise the safeguarding of the child.

Where a decision is made not to inform parents/carers, the DSL should ensure that the reasons for this decision are recorded clearly and that the decision is kept under review.

The school does not need parental consent in order to share information where there is a safeguarding concern and there is a lawful basis for sharing the information. The safety and welfare of the child must remain the overriding consideration. Information sharing should be proportionate, relevant, necessary and recorded appropriately.

If a child makes a disclosure of abuse, or presents with an injury or other indicator that gives rise to concern about significant harm, the school should seek advice from Children's Social Care and/or the police immediately, as appropriate, and before the child returns home where necessary to ensure their safety.

Information to support a referral

Where available and relevant, information provided to Children's Social Care should include:

- the child's full name, date of birth and address;
- the names and dates of birth of parents/carers and other children in the household;
- the child's current whereabouts and, where relevant, the whereabouts of siblings;
- a clear and factual description of the concerns, including injuries, circumstances and any disclosure or comments made by the child or others;
- details of what has been observed or reported and any relevant explanations provided;
- the nature and level of risk or harm identified;
- information about the child's developmental, educational and health needs;
- information about the capacity of the parents, carers or wider family network to meet the child's needs;
- relevant family, social and contextual information;
- details of previous safeguarding or welfare concerns and actions taken;
- information about any other agencies or professionals involved with the child or family;
- details of any other children who may be at risk, including children who may have contact with an alleged perpetrator;
- the child's legal status and details of anyone with parental responsibility;
- any relevant information about special educational needs or disabilities, communication needs or the need for an interpreter;
- relevant information about previous assessments, plans or interventions;
- the name and contact details of the person making the referral; and
- any other information that may assist Children's Social Care in assessing risk and determining the appropriate response.

The school should provide sufficient information to enable Children's Social Care to understand the nature and level of concern. Staff should distinguish clearly between **fact, observation, information provided by others and professional judgement**.

Following a referral

Children's Social Care should acknowledge receipt of a referral within one working day. A social-work-qualified practice supervisor or manager should determine the next steps and the type of response required, based on the individual circumstances, needs and level of harm faced by the child.

The DSL, or the person who made the referral, should follow up with Children's Social Care if acknowledgement or feedback has not been received. The school should record the referral, information shared, decisions made, advice received and subsequent actions.

Where the response from Children's Social Care does not adequately address the school's concerns, or where the child's circumstances do not improve, the DSL should pursue the matter and escalate concerns through the relevant local safeguarding partnership procedures. Staff should remain professionally curious and continue to monitor the child's welfare rather than assuming that making a referral alone has resolved the safeguarding concern.

The school will maintain effective communication with Children's Social Care and other relevant agencies and will continue to share information appropriately where concerns remain or new information comes to light.

All referrals and subsequent actions must be recorded in accordance with the school's safeguarding record-keeping procedures and the requirements of **Keeping Children Safe in Education** and **Working Together to Safeguard Children**.

6.3 RECORDS

Mundella uses CPOMS to record and manage safeguarding and child protection concerns. CPOMS is a secure online safeguarding recording system accessed through individual usernames and passwords.

Access to safeguarding records is restricted to staff who require access because of their role and responsibilities for safeguarding children. The DSL and Deputy DSLs will have appropriate access to safeguarding records. Other staff will have access appropriate to their role, including the ability to record concerns and actions where required.

All staff will receive appropriate training and guidance on the use of CPOMS and on the accurate recording of safeguarding concerns.

All safeguarding concerns, including concerns which may initially appear to be low level, should be recorded promptly in accordance with the school's safeguarding procedures. Staff must not assume that a concern is insignificant or that another member of staff will record it.

Safeguarding records must be:

- accurate, clear, factual and contemporaneous;
- dated and timed, including the date and time the information was received or the incident occurred and, where relevant, the date and time the record was made;
- clear about the source of the information;
- clear about the nature of the concern and what gave rise to it;
- clear about any disclosure made by a child, using the child's own words wherever possible;
- clear about any observations made by staff;
- clear about actions taken, including advice sought and referrals made;
- clear about decisions reached and the rationale for those decisions;
- clear about the involvement and views of the child and, where appropriate, parents/carers and other professional
- clear about the outcome and any further action required.

Staff should distinguish clearly between facts, observations, information provided by others and professional opinion. Staff should avoid assumptions, speculation or unnecessary interpretation.

Where a child makes a disclosure, staff should record the child's account as accurately as possible, including the child's own words, and record any questions asked and responses given. Staff should not investigate the disclosure themselves or ask leading questions.

Names of people involved in a safeguarding concern should be recorded clearly and accurately.

Where a safeguarding concern is subsequently followed up, the record should be updated to show how the concern was addressed, what action was taken, decisions reached, the outcome and any further action or monitoring required. Where no action is taken, the reason for this decision should be recorded.

If staff are unsure about what or how to record information, they should seek advice from the DSL or Deputy DSL. Staff must not delay recording a safeguarding concern while waiting for advice.

Confidentiality and security

CPOMS records are confidential safeguarding records. Staff must maintain the security of their individual login details and must not share passwords or allow another person to use their account.

Staff should log out of CPOMS or otherwise secure access when the system is not in use, particularly when using a shared or public device.

Safeguarding information should only be accessed, used or shared where there is a legitimate safeguarding, professional or legal need to do so. The school will ensure that access to safeguarding records is appropriately restricted and regularly reviewed.

Safeguarding and child protection records will be managed in accordance with the requirements of Keeping Children Safe in Education, UK GDPR, the Data Protection Act 2018 and the school's records management and retention arrangements.

Child protection records, including records relating to allegations against staff or other adults working with children, will be retained in accordance with the school's approved retention arrangements and relevant statutory guidance. Records will not be retained indefinitely where there is no lawful or safeguarding justification for doing so.

Transfer of child protection records

When a child moves to another school or college, the DSL will ensure that the child's child protection file is transferred to the new school or college **as soon as possible** and in accordance with the timescales and requirements set out in Keeping Children Safe in Education.

The child protection file will be transferred separately from the main pupil file and securely. The school will obtain confirmation of receipt from the receiving school or college.

The DSL will ensure that the receiving school or college is aware of any safeguarding information that is necessary to support the child's ongoing safety and welfare.

Where appropriate, information will be transferred securely using the school's approved secure transfer arrangements.

Data Protection, UK GDPR and Information Sharing

The Data Protection Act 2018 and UK GDPR do not prevent the school from sharing information where this is necessary to safeguard and promote the welfare of children. Staff should understand that data protection legislation is **not a barrier to appropriate information sharing for safeguarding purposes**. Concerns about data protection must not prevent necessary and proportionate information sharing where there is a lawful basis to share information.

Where staff are unsure whether information should be shared, they should seek advice from the DSL or Deputy DSL. However, seeking advice must not result in an unnecessary delay where a child may be at risk of harm.

The school will follow the principles set out in current government information-sharing guidance, including that information should be:

- necessary and proportionate
- relevant and adequate
- accurate and up to date
- shared securely
- shared only with those who need the information
- recorded appropriately, including the reasons for significant information-sharing decisions.

Consent is **not normally required** to share safeguarding information where there is another lawful basis for processing and sharing the information. Staff should not seek consent where doing so would place a child at increased risk of harm, prejudice a safeguarding or criminal investigation, or cause an unreasonable delay in protecting the child.

Where special category personal data is involved, the school will ensure that an appropriate lawful basis under UK GDPR and, where applicable, a condition under Article 9 of UK GDPR and Schedule 1 of the Data Protection Act 2018 is identified.

The school will comply with the current government guidance on information sharing and data protection in schools. Staff

should not rely solely on the requirement to obtain consent when considering whether safeguarding information can lawfully be shared.

All information-sharing decisions that are significant to a child's safety or welfare should be recorded, including the information shared, with whom it was shared, when it was shared and the rationale for the decision where appropriate

APPENDIX A: SAFER RECRUITMENT

Recruitment and selection process

Mundella is committed to recruiting staff and other adults who are suitable to work with children and who are committed to safeguarding and promoting the welfare of children.

Those involved in recruiting and selecting staff to work with children will receive appropriate safer recruitment training. At least one person involved in the shortlisting and/or recruitment process will have received appropriate safer recruitment training.

Safer recruitment is a fundamental part of the school's safeguarding arrangements. Pre-employment checks will be carried out in accordance with Keeping Children Safe in Education, relevant legislation and Department for Education and Disclosure and Barring Service guidance.

Advertising

When advertising roles, the school will make clear:

- its commitment to safeguarding and promoting the welfare of children;
- that appropriate safeguarding and pre-employment checks will be undertaken;
- the safeguarding responsibilities and requirements of the role, including the extent and nature of contact with children; and
- where relevant, whether the role is exempt from the Rehabilitation of Offenders Act 1974 and the relevant Exceptions Order.

Where a role is exempt from the Rehabilitation of Offenders Act 1974, applicants will be required to provide information in accordance with the relevant legislation and guidance. Protected convictions and cautions will be treated in accordance with the law.

Application forms

The school's application process will:

- require applicants to provide appropriate information about their employment history, qualifications and experience;
- include a statement that it is an offence for an individual to seek or undertake regulated activity from which they are barred;
- require applicants to declare relevant information in accordance with the Rehabilitation of Offenders Act 1974 and applicable filtering and disclosure requirements;
- provide applicants with, or direct them to, the school's child protection and safeguarding policy and policy on the recruitment of ex-offenders; and
- make clear that information provided during recruitment may be verified.

Shortlisting

Shortlisting will normally be undertaken by at least two people and will:

- consider the information provided on the application form;
- identify and explore gaps in employment history and explanations given;
- consider inconsistencies or discrepancies in the information provided;
- identify any areas requiring further exploration at interview;
- consider any safeguarding concerns arising from the application; and
- ensure that appropriate due diligence is undertaken.

The school will inform shortlisted candidates that it may carry out an online search as part of its due diligence process. Online searches may identify publicly available information about a candidate which may be relevant to their suitability to work with children.

Any information identified through an online search will be treated fairly and proportionately and will be considered alongside the other information available to the school.

References and employment history

References will normally be obtained before interview where practicable. Any concerns identified through references will be explored with the referee and, where appropriate, with the candidate.

When obtaining references, the school will:

- obtain references directly from referees and not accept open references;
- seek references from appropriate employers, normally including the candidate's current employer or most recent employer;
- verify information provided in references where appropriate;
- seek information about the candidate's employment history and reasons for leaving;
- explore any discrepancies between the application form, references and information provided at interview;
- where appropriate, seek information about disciplinary matters or concerns relating to safeguarding; and
- resolve any concerns satisfactorily before an appointment is confirmed.

Where a candidate is not currently working with children, the school will consider whether it is appropriate to obtain a reference from the organisation where the candidate most recently worked with children.

Interview and selection

Interviews will be structured and will explore the candidate's suitability to work with children.

The school will:

- explore gaps in employment and frequent changes of employment or location where relevant;
- explore any concerns arising from the application, references, online searches or other information;
- ask questions designed to assess the candidate's understanding of safeguarding and their suitability to work with children;
- record relevant information considered and decisions made; and
- ensure that the final appointment decision takes account of all relevant information available.

Pre-appointment checks

All offers of appointment will be conditional upon the satisfactory completion of the required pre-employment and safeguarding checks.

The school will maintain a Single Central Record (SCR) in accordance with Keeping Children Safe in Education.

The SCR will record the required checks for relevant staff, governors and other individuals as required by KCSIE.

The school will retain documents relating to recruitment and pre-employment checks in accordance with data protection requirements and the school's retention arrangements.

Copies of DBS certificates will not normally be retained. Where the school chooses to retain a copy, it will have a valid reason for doing so and will not retain it for longer than six months.

New staff

Before a person is appointed to a role involving work with children, the school will undertake the checks required by law and Keeping Children Safe in Education, including, as appropriate:

- verification of identity;
- an appropriate DBS check;
- a children's barred list check where the individual will be engaging in regulated activity with children;
- verification of the candidate's mental and physical fitness to undertake the responsibilities of the role;
- verification of the candidate's right to work in the UK, where applicable;
- verification of required professional qualifications;
- a prohibition check for teachers and other checks required by law;
- appropriate checks relating to childcare disqualification arrangements where applicable; and
- additional checks where the individual has lived or worked outside the UK, where appropriate.

Where a person is required to work in regulated activity before the enhanced DBS check is available, the school will obtain a separate children's barred list check before they commence regulated activity and will comply with all applicable requirements relating to the circumstances in which such an arrangement is permitted.

The school will ensure that an appropriate risk assessment and safeguards are in place where an individual starts work before all checks have been completed, where this is permitted.

Overseas checks

Where a candidate has lived or worked outside the UK, the school will consider what additional checks are appropriate.

A DBS check will not provide a complete record of an individual's criminal history where they have lived or worked overseas. The school will therefore consider available checks from the relevant country or countries and any other appropriate information.

For teachers, the school will consider whether a check is required with the relevant professional regulating authority in the country or countries where the applicant has worked.

The school will use current government guidance when determining the appropriate checks for candidates who have lived or worked outside the UK.

Regulated activity with children

For the purposes of safer recruitment, the school will apply the legal definition of regulated activity with children in force at the time.

From 1 September 2026, the previous supervision exemption for regulated activity with children no longer applies.

Regulated activity includes, subject to the statutory criteria, work which involves:

- teaching, training, instructing, caring for or supervising children on a regular basis;
- specified activities carried out frequently enough to meet the relevant legal criteria;
- certain personal or intimate care; and
- certain overnight activities.

The school will assess the nature and frequency of an individual's duties to determine whether the role is regulated activity and therefore whether a children's barred list check is required.

Existing staff

The school will carry out the appropriate checks when an existing member of staff:

- moves to a role which is subject to different or additional pre-employment checks;
- moves into regulated activity where a children's barred list check is required;
- has a break in service or other change in circumstances requiring checks under the applicable regulations or guidance; or
- gives rise to concerns about their suitability to work with children and a further check is considered appropriate.

The school will make a referral to the Disclosure and Barring Service where the statutory criteria for referral are met,

including where an individual has been removed from regulated activity, or would have been removed had they not left, and the relevant harm or conduct criteria are satisfied.

Agency and third-party staff

Where staff are supplied by an agency or other third-party organisation, the school will obtain written confirmation that the appropriate safer recruitment checks have been carried out.

The school will:

- confirm the identity of individuals supplied to work at the school;
- establish that the checks carried out are appropriate for the role;
- ensure that the person presenting for work is the person on whom the checks were completed; and
- maintain appropriate records in accordance with the SCR requirements.

The school will take reasonable steps to ensure that agency and third-party staff understand and comply with the school's safeguarding procedures.

Contractors

The school will ensure that contractors and their employees who work at the school are subject to appropriate safeguarding checks according to the nature of their work and their eligibility for DBS checks.

Where a contractor's role constitutes regulated activity with children, an enhanced DBS check with children's barred list information will be required.

Where a contractor's role does not constitute regulated activity but provides an opportunity for regular contact with children, the school will consider and obtain the appropriate level of DBS check where the role is eligible.

The school will obtain the appropriate DBS check for eligible self-employed contractors in accordance with current DBS eligibility guidance.

Contractors who have not undergone the checks required for their role will not be permitted to work in circumstances where those checks are required.

The school will verify the identity of contractors and their staff when they arrive at school.

Where childcare disqualification arrangements apply, the school will ensure that appropriate checks are undertaken.

Trainee and student teachers

Where trainee teachers are employed and paid by the school, the school will carry out the required pre-employment and safeguarding checks.

Where trainee teachers are fee-funded and placed in the school by a training provider, the school will obtain written confirmation from the provider that the required checks have been completed and that the trainee has been assessed as suitable to work with children.

The school will ensure that all relevant checks required by law and Keeping Children Safe in Education have been completed before the trainee undertakes duties for which those checks are required.

Volunteers

The school will assess the nature of a volunteer's role to determine which checks are appropriate.

A volunteer will not be permitted to undertake regulated activity with children unless the required checks have been completed.

Where a volunteer is engaging in regulated activity with children, the school will obtain an enhanced DBS check with children's barred list information.

Where a volunteer is not engaging in regulated activity, the school will consider whether an enhanced DBS check without barred list information is appropriate, taking account of the nature of the role and the level of contact with children.

Where the school decides not to obtain a DBS check for a volunteer, it will consider whether a risk assessment is appropriate and will ensure that appropriate safeguards are in place.

The school will also ensure that any relevant childcare disqualification checks are completed where applicable.

Governors

For maintained-school governors, the school will ensure that the required enhanced DBS check is completed.

Governance itself is not regulated activity relating to children. A children's barred list check is therefore not required solely because an individual is a governor. A children's barred list check will be required if the governor also undertakes regulated activity with children.

The school will also undertake the appropriate Section 128 check for governors, as required.

The school will verify the identity of governors and undertake any other checks required by law or considered appropriate based on their circumstances, including appropriate checks where a governor has lived or worked outside the UK.

Right-to-work checks do not apply to governors solely in their capacity as governors, as governors are not employees.

The school will ensure that the appropriate checks are carried out for proprietors, trustees, members and other individuals where required by Keeping Children Safe in Education and applicable legislation.

Alternative provision

When a pupil is placed with an alternative provision provider, the school will obtain written confirmation from the provider that appropriate safeguarding checks have been completed on individuals working with the pupil.

The school will ensure that appropriate safeguarding information is shared with the alternative provision provider and will maintain oversight of the pupil's safeguarding.

The school remains responsible for the safeguarding and welfare of the pupil while they are placed in alternative provision.

Adults who supervise pupils on work experience

When arranging work experience, the school will consider the safeguarding arrangements necessary to protect pupils from harm.

The school will assess the circumstances of each placement, including:

- the nature of the work experience;
- the age of the pupil;
- the nature and frequency of the contact with children;
- the level of supervision;
- whether the adult supervising the pupil is undertaking regulated activity with children; and
- whether any DBS or barred list check is legally required.

The school will not routinely request DBS checks where they are not required by law.

Where the circumstances mean that the individual supervising a pupil is undertaking regulated activity with children, the school will ensure that the appropriate DBS and children's barred list checks are completed.

The school will follow current Department for Education and Disclosure and Barring Service guidance when determining whether checks are required for work experience placements.

APPENDIX B: DEALING WITH ALLEGATIONS AGAINST STAFF, VOLUNTEERS, CONTRACTORS AND THOSE HIRING THE SCHOOL

The school is committed to safeguarding children and will respond promptly and appropriately to any allegation or concern about the behaviour of an adult working in or on behalf of the school. This includes teachers, support staff, supply staff, volunteers, contractors, agency workers and those hiring or using the school premises to provide activities for children.

The school will follow the procedures set out by the **Sheffield Safeguarding Partnership** and the **Local Authority Designated Officer (LADO)** for managing allegations against adults who work with children.

Allegations that meet the harm threshold

An allegation will be treated as meeting the harm threshold where an adult working with children is alleged to have:

- 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; or

- behaved in a way that indicates they may not be suitable to work with children, including behaviour outside the school or outside working hours.

Any allegation that may meet this threshold will be referred to the **LADO** without delay, in accordance with local procedures. The school will also involve the police and/or Children's Social Care where appropriate.

The **Headteacher** will normally act as the case manager. Where an allegation concerns the Headteacher, the **Chair of Governors** will take this role.

The school will ensure that allegations are dealt with fairly, promptly and confidentially, while prioritising the safety and welfare of children. Information will only be shared with those who need to know and in accordance with safeguarding, data protection and information-sharing requirements.

Suspension will **not be an automatic response** to an allegation. Any decision to suspend or to put alternative safeguarding arrangements in place will be made following appropriate risk assessment and advice from the LADO and other relevant agencies.

The school will support the person who is the subject of an allegation throughout the process, while ensuring that safeguarding considerations remain paramount.

Where an allegation is substantiated, the school will take appropriate action and make any required referrals to the **Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA)** and/or other relevant bodies.

Where a member of staff, supply staff member, contractor or other adult leaves the school following concerns about their suitability to work with children, the school will consider whether a referral to the DBS is required and will comply with all statutory reporting requirements.

Concerns that do not meet the harm threshold – low-level concerns

The school recognises the importance of identifying and addressing concerns about adult behaviour at an early stage.

A **low-level concern** is any concern, however small, that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the school's Staff Code of Conduct; and
- does not meet the harm threshold or otherwise require referral to the LADO.

Examples may include inappropriate or over-familiar behaviour towards pupils, favouritism, inappropriate use of mobile phones or photography, working with pupils in inappropriate circumstances, or behaviour that could cause concern even where no harm is apparent.

All staff are expected to report low-level concerns. At Mundella, concerns should be reported to the **Headteacher/DSL**, unless the concern relates to the Headteacher, in which case it should be reported to the **Chair of Governors**.

Low-level concerns will be recorded, reviewed and dealt with appropriately and proportionately. Records will be kept confidentially and securely and will be reviewed to identify any patterns of behaviour. Where a pattern of concerns indicates that the harm threshold may have been met, the matter will be referred to the LADO in accordance with local procedures.

Where a concern relates to a supply teacher, agency worker, contractor or other person not directly employed by the school, the school will liaise with the relevant employer or organisation as appropriate and will follow the same safeguarding principles and reporting procedures.

Non-recent allegations

The school will take seriously any allegation of abuse, regardless of when the alleged incident took place. Non-recent allegations concerning a child will be managed in accordance with local LADO and safeguarding procedures. Where an adult reports that they were abused as a child, the school will support them to report the matter to the police or other appropriate agency.

Records and learning

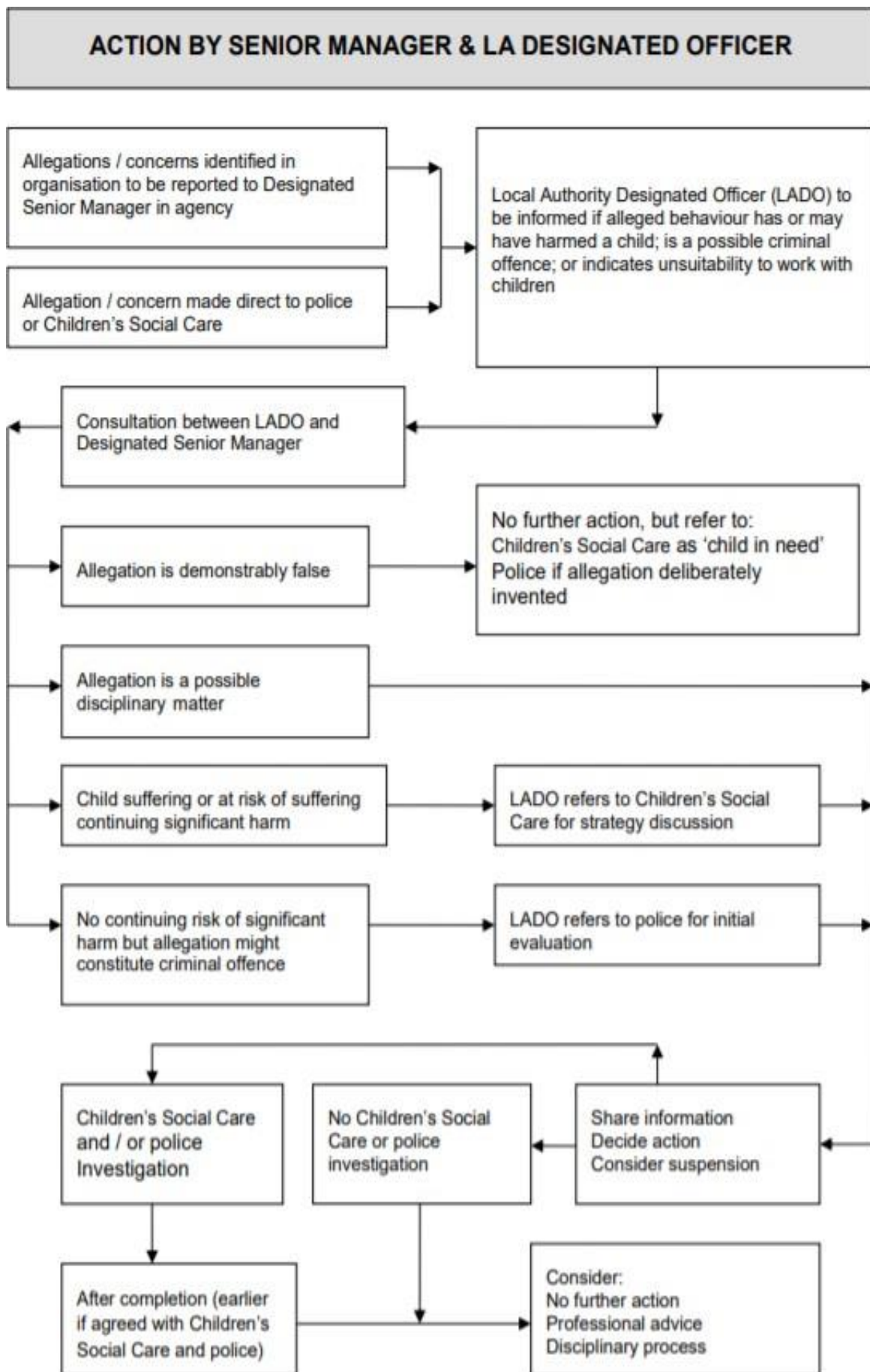
The school will maintain appropriate confidential records of allegations and low-level concerns in accordance with statutory guidance, data protection requirements and local procedures.

Following the conclusion of a case, the school will consider any learning arising from the matter and whether changes to safeguarding practice, staff training, supervision or procedures are required.

For detailed procedures relating to the management of allegations, including investigation, suspension, information

sharing, record keeping, referrals and timescales, the school will follow the current **Sheffield Safeguarding Partnership/LADO procedures** rather than reproduce those procedures in full within this policy.

Flow chart to support:



APPENDIX C - SAFEGUARDING TEAM CONTACT DETAILS

The Safeguarding Children Team in your setting includes:		
ROLE	NAME	CONTACT DETAILS
Head Teacher/: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.	Will Smith	headteacher@mundella.sheffield.sch.uk Tel no: 0114 2551348
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.	Will Smith	headteacher@mundella.sheffield.sch.uk Tel no: 0114 2551348
Designated Safeguarding Deputy (DDSL/DSL): a teacher, support or pastoral worker, in a post which requires assessment of children, deputises for the DSL. Not an administrative or finance worker.	Lisa Hewitt	lhewitt@mundella.sheffield.sch.uk Tel no: 0114 2551348
Child Sexual Exploitation (CSE) Lead: support for pupils & staff to understand CSE & related topics & how to refer	Will Smith	headteacher@mundella.sheffield.sch.uk Tel no: 0114 2551348
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	Emma Copeland	ecopeland@mundella.sheffield.sch.uk Tel no: 0114 255134
Learning Mentor (or equivalent): develops strategies & support to help pupils achieve their full potential	Lisa Hewitt	lhewitt@mundella.sheffield.sch.uk Tel no: 0114 2551348
Looked After Children Designated Teacher: promotes the education of 'looked after'/previously 'looked after' children	Michelle Constantinou	Tel no: 0114 2551348
Online Safety Lead:	Will Smith	headteacher@mundella.sheffield.sch.uk Tel no: 0114 2551348
Early Years Foundation Stage (EYFS) Lead: supports staff to keep pupils up to 5 years old safe and well	Roxie Godden	Tel no: 0114 2551348
Attendance Champions: addresses difficulties preventing pupils from attending Name	Lisa Hewitt & Birju Kotak	Tel no: 0114 2551348
Trauma Informed Practitioners: provides mental health support and advice to pupils	Lisa Hewitt/ Emma Copeland/ Joanne Middleton/ Laura Wild	Tel no: 0114 2551348
Safeguarding/Child Protection Governor: ensures there are appropriate policies & procedures in place, that they are being implemented & followed, & challenges deficiencies & weaknesses that are identified.	Fran Lavender	governors@mundella.sheffield.sch.uk
Chair of Governors/Management Committee: leads on safe recruitment & allegations of abuse against Head Teacher/Principal/Senior Manager & other staff & liaises with Local Authority	Paul Hirst	governors@mundella.sheffield.sch.uk
SENDCo Governor: link between the SEND Co-ordinator (SENDCO) and the governing body/management	Olli Dean	governors@mundella.sheffield.sch.uk
Administration of Medication:	Lisa Hewitt/ Clare Casely / Kirstin Johnson/ Birju Kotak/ Helen Grocutt	Tel no: 0114 2551348

APPENDIX D – LEGISLATION AND STATUTORY GUIDANCE

This Safeguarding and Child Protection Policy is based on current legislation and statutory guidance relating to safeguarding and promoting the welfare of children. The school will have regard to, and comply with, the requirements of the following, as applicable:

Statutory guidance

- **Keeping Children Safe in Education (KCSIE) 2026**, Department for Education. This is statutory guidance for schools and colleges on safeguarding and safer recruitment and comes into force on 1 September 2026.
- **Working Together to Safeguard Children 2026**, Department for Education. This statutory guidance sets out the arrangements and expectations for multi-agency safeguarding and child protection.
- **Prevent Duty Guidance: England and Wales (2023)**, under the Counter-Terrorism and Security Act 2015.
- **Multi-agency statutory guidance on Female Genital Mutilation (FGM)**.
- **Statutory framework for the Early Years Foundation Stage (EYFS)**, where applicable.
- **Children Missing Education – statutory guidance for local authorities**, where relevant to the school's safeguarding arrangements.
- **Searching, Screening and Confiscation** guidance, where applicable.

The school will also follow the safeguarding arrangements, procedures and guidance published by the **Sheffield Safeguarding Partnership**, including local procedures for referrals, information sharing, early help, child protection and allegations against adults working with children.

Key legislation

This policy is supported by, and should be read alongside, the following legislation:

- **Children Act 1989**
- **Children Act 2004**, including duties relating to safeguarding and promoting the welfare of children.
- **Education Act 2002**, including section 175, which places duties on schools and local authorities in relation to safeguarding and promoting the welfare of children.
- **Counter-Terrorism and Security Act 2015**, including the Prevent duty.
- **Female Genital Mutilation Act 2003**, as amended by the Serious Crime Act 2015.
- **Safeguarding Vulnerable Groups Act 2006** and associated legislation concerning regulated activity and safeguarding checks.
- **School Staffing (England) Regulations 2009**, including requirements relating to safer recruitment and the Single Central Record.
- **Childcare Act 2006** and the **Childcare (Disqualification) Regulations 2018**, where applicable.
- **Equality Act 2010**, including the Public Sector Equality Duty and the duty to make reasonable adjustments for disabled pupils.
- **Human Rights Act 1998**.
- **Rehabilitation of Offenders Act 1974**, as amended.
- Other relevant legislation and statutory guidance in force at the time.

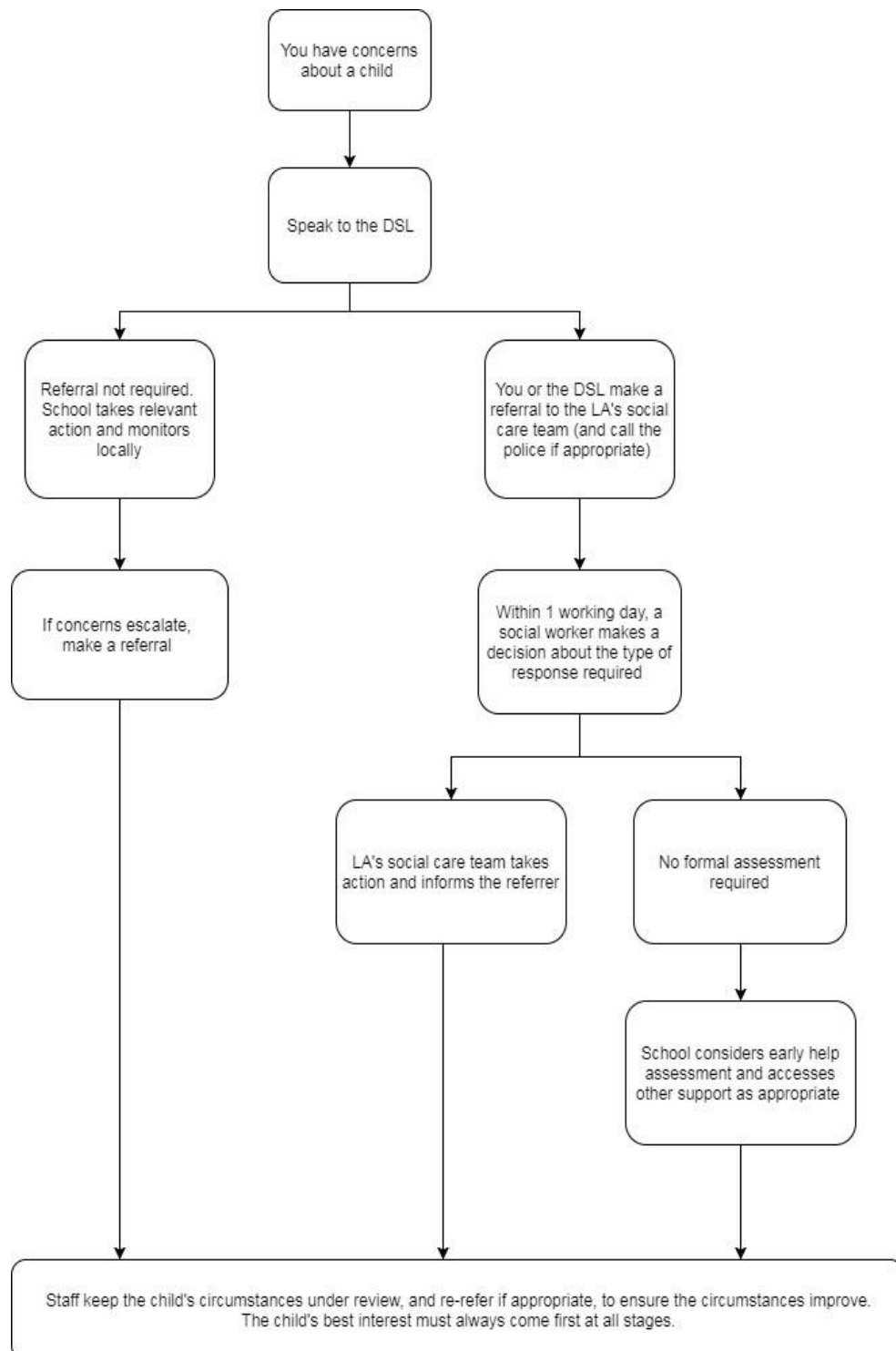
Keeping this policy up to date

The school will ensure that this policy reflects changes to legislation, statutory guidance and local safeguarding procedures. References to statutory guidance will be reviewed at least annually and whenever significant changes are introduced.

Where this policy conflicts with current statutory guidance or legislation, the school will follow the current statutory requirements and update the policy at the earliest opportunity.

APPENDIX E -PROCEDURE IF YOU HAVE CONCERNS ABOUT A CHILD'S WELFARE

(As opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



If you feel that concerns raised have not been adequately addressed, staff should discuss

this with DSL/ DDSL Anyone can make a referral to the

Safeguarding hub – 0114 2734855