

Safeguarding & Child Protection Policy

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We all have a statutory duty to “safeguard and promote the welfare of children”, ([Working together to safeguard children, DfE 2015, page 5](#))

If you have any concerns about the health and safety of a child or young person at this education setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues such as a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry about reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

However, if you think that a child, a young person or an adult who cares for them has been or might be harmed, please talk to one of the people below immediately.

You can ask any member of staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

PREP SCHOOL

<p>Designated Safeguarding Lead: Mr Jonathan Leighton</p> <p>His office is located next to the Staff room in Clarke House Ext 503</p> <p>Direct line: 0114 267 2067</p>	
<p>Designated Safeguarding Deputies: Mrs Liz Arcari & Mr Christopher Burch</p> <p>Mrs Arcari is based at Belmayne House: Ext 552</p> <p>Mr Burch is located next to the main Office at Clarke House: Ext 501</p> <p>Direct line: 0114 267 2062</p>	 

SENIOR SCHOOL

<p>Designated Safeguarding Lead: Mr Phil King</p> <p>His office is located on the first floor of the Oakholme building. Ext 606</p> <p>Direct line: 0114 229 6606</p>	
<p>Designated Safeguarding Deputy: Mr Ryan Becks</p> <p>His office is on the top floor of the Grayson building. Ext 635</p>	

An allegation or disclosure involving someone working with children in a paid or unpaid capacity **must** be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

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

Name: Mr Peter Harris (Senior & Whole School)

Tel no: 0114 266 8408

Name: Mr Christopher Burch (Prep School)

Tel no: 0114 267 0407

Designated Safeguarding Lead (DSL): a member of senior leadership team responsible for addressing safeguarding issues, providing advice & support and liaising with the local authority & other agencies.

Name: Mr Phil King (Senior School)

Tel no: 0114 229 6606

Name: Mr Jonathan Leighton (Prep School)

Tel no: 0114 267 2067

Designated Safeguarding Deputy (DSD): a teacher or support worker who works with and covers for the DSL role above.

Name: Mr Ryan Becks (Senior School)

Tel no: 0114 266 8408

Name: Mrs Liz Arcari (Prep School)

Tel no: 0114 267 2068

Learning Support Coordinator (SENCo): provides advice, liaison & support for staff & agencies working with pupils with special education needs & disabilities and their families

Name: Mrs Lisa Marsh (Senior School & P4 Prep)

Tel no: 0114 266 8408

Name: Mrs Tina Edge (Prep School)

Tel no: 0114 267 0407

Director of Studies: supports pupils to reach their full potential by addressing their achievement, homework and some safeguarding issues

Name: Mr Ryan Becks (Senior School)

Tel no: 0114 266 8408

Name: Mr Allan Oakey (Prep School)

Tel no: 0114 267 0407

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children and young people by helping staff understand issues that affect how they learn and achieve

Name: Mr Phil King (Senior School)

Tel no: 0114 229 6606

Name: Mr Jonathan Leighton (Prep School)

Tel no: 0114 267 2067

E-Safety Coordinator: develops and maintains an e-safe culture within a setting

Name: Mr Phil King (Senior School)

Tel no: 0114 229 6606

Name: Mr Jonathan Leighton (Prep School)

Tel no: 0114 267 2067

Child Sexual Exploitation (CSE) Lead: develops and maintains policies & staff awareness of CSE, the Sheffield Safeguarding Children Board responsibilities and the Sexual Exploitation Service key priorities

Name: Mr Phil King (Senior School)

Tel no: 0114 229 6606

Name: Mr Jonathan Leighton (Prep School)

Tel no: 0114 267 2067

Your Safeguarding Children Team also links with the:

Safeguarding Governor: helps the Governing Body to have safeguarding policies & procedures in place, ensures they are followed and addresses general safeguarding issues that staff and parents raise

Name: Mrs Anne Hetherington

Tel no: 0114 266 8408

Chair of Governors: addresses allegations of abuse made against the Headmaster (and other members of staff when the Headmaster is not available), liaises with the Local Authority; and works with the Head to ensure safe recruitment practices

Name: Mr Paul Houghton

Tel no: 0114 266 8408

1 Policy Statement and Principles

In accordance with legislative arrangements: 'Working together to Keep Children Safe in Education' July 2018 and subsequent September Update 2018, 'Keeping children safe in education Statutory guidance for schools and colleges' (September 2019), 'Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children' (March 2015), 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015), 'Preventing Extremist and Radicalisation' (Sept 2015), and, 'The Serious Crime Act' (2015), Birkdale Prep School fully recognises its responsibilities for child protection.

Safeguarding applies to all children and staff; encompassing many aspects of school life.

Child Protection applies to those children who are, are having, or are at risk from, experience of abuse.

The policy applies to all staff, governors and volunteers working in the school and is used in conjunction with Policy 4a: Safeguarding and Child Protection Policy Procedures and Advice.

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children. Following the procedures established in the Central Register following the latest advice at <https://www.gov.uk/disclosure-barring-service-check>. Furthermore, carrying out the annual 'Disqualification by Association' declaration.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse, be it physical, sexual, sexual exploitation, grooming, emotional or neglect, or extremism, radicalisation, or issues around FGM within their family setting. (see Policy 4a for detailed guidance)
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop. We recognise that because of the day-to-day contact with children, the School Staff are well placed to observe the outward signs of abuse. The school will therefore:
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that the school correctly records all safeguarding matters and reports to the necessary supporting agencies/authorities
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

In accordance with legislative arrangements 'Keeping children safe in education Statutory guidance for schools and colleges (September 2019)' and 'Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children' (March 2015), and following the procedures set out by the Sheffield Local Safeguarding Children Board (using the live update feeds via <https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-board-information/sscb-e-bulletins-and-newsletters>) and taking account of guidance issued by the Department for Education to:

- Ensure we have a designated teacher for safeguarding/child protection who has received appropriate training and support for this role. The designated lead will supply all staff with updates and training (for example, via email, e-bulletins, staff meetings) as necessary, at least annually, to provide them with relevant skills and knowledge. All staff annually complete the

Educare Courses on: 'Child Protection', 'Prevent', and 'Online Safety.'

- Ensure every member of staff, volunteer and governor knows the name of the designated teacher responsible for safeguarding and child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for safeguarding and child protection.
- All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register, under investigation/supervision of the Sheffield Safeguarding Partners or receiving support through the Sheffield Multi-Service Agency (MAST)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures as set out by the Local Area Designated Officer Sheffield Safeguarding Partners where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed by following the procedures established in the Central Register following the latest advice at <https://www.gov.uk/disclosure-barring-service-check>.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Partnership.

Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

2 How Birkdale School Safeguards Children

Birkdale School recognises its duty to safeguard and promote the welfare of their pupils. To maintain and ensure that culture of safeguarding permeates all actions. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety and grow up and live in a safe environment. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other. All members of staff have a duty to model good conduct to pupils, to protect pupils from abuse and bullying and to promote their well-being. This duty extends to preventing pupils from becoming radicalised and holding extremist views. The school recognises that it has a duty to children in need to support and help them often through working with external agencies such as the relevant Multi-Agency Assessment Team (MAST) and through the Common Assessment Framework (CAF) procedure. The school recognises that it has a duty to children at risk of harm to protect them through working with external agencies such as the Children's Social Care Office, through a referral process, or the police.

We do this by:

- Creating and maintaining a safe learning environment for children and young people; where children are listened to, and, issues about safeguarding are always addressed
- Identifying child welfare concerns and taking action to address them, in partnership with other organisations where appropriate
- Implementing safeguarding policies and procedures that reflect Sheffield Safeguarding Partnerships and national guidance
- Assessing and offering early help to children & young people with additional needs
- Sharing information with a child or young person, their family and other agencies as appropriate
- Informing parents and carers of any referral made, unless it may cause harm to someone to do so
- Reporting any allegations of abuse of children and young people by staff, carers or volunteers
- **Only** communicating with other agencies using secure email, phones & other media provided by their setting

Birkdale School protects children at risk of harm by:

Identifying a Designated Safeguarding Lead (DSL) from the senior leadership team & at least one Designated Safeguarding Deputy (DSD) and **specifying this role in their job description**

Ensuring the DSL, DSD and Governor DSL are given appropriate training and resources to carry out their role

Supporting, training & regularly briefing all staff about safeguarding children issues, ensuring that all Staff are competent and feel supported to do their safeguarding duties

Identifying suspected abuse and making **timely** referrals to the Police or Social Care

Understanding, attending and contributing effectively to multi-agency working through Child Protection Conferences, Core Groups & Child in Need meetings

Keeping detailed and accurate secure written records of referrals and concerns

The DSL, DSD and Headmaster are the main points of contact for anyone wishing to obtain information about a child or young person from the school.

Birkdale Operates on a 'need to know' basis and it is **only** the DSL, DSD or the Head who can decide **what** and **whom** to share information with inside and outside the setting.

No sensitive information about a child, young person or their family should be passed to other staff or agencies without the agreement of the DSL, DSD or Headmaster.

All education staff, at every level, play a vital role in supporting their pupils.

They are often members of the local community & volunteers at local groups that support children, young people and their families.

Although the school is formally shut during holidays, many staff continue to work on residential trips & outings or by attending meetings about student welfare. It is vital that Social Care and other agencies communicate with settings about any changes of support or other circumstances relating to their pupils throughout the year.

All communication about children, young people and their families is done only using secure email or other secure media.

Safer Recruitment

The School adheres to the SSB Recruitment Policy and guidance (available on the SSB staff intranet and from the School on request) and safer recruitment procedures. Procedures are in accordance with the Independent School Standards Regulations and include ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment, and carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained, and in all cases a Barred List Check and Prohibition Order check (if applicable) will have been undertaken. Relevant staff are also asked to confirm that they do not meet the criteria for disqualification under the Childcare Act 2006 and the 2018 Regulations.

Birkdale's commitment to Safeguarding is made clear in advertisements for jobs and in information for potential applicants. Birkdale requires job applicants to fill in an application form and the school always seeks references using a reference form which requires answers to specific questions about Safeguarding. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the DBS before starting work.

The School obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the School's pupils on another site (for example, in a separate institution).

The School carries out the mandated checks on the suitability of all people who serve on our School Governing Board in accordance with the guidance and regulations and in accordance with SSB policy. The required checks on Governors are carried out centrally by the HR department.

All Governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff, and adult members of the families of members of staff who live on site are also checked unless they are only in school sporadically and are supervised. These checks would normally consist of an enhanced DBS check with barred list information although some supervised volunteers, who are not engaged in regulated activity, may not require such a check. If members of staff from another organisation supervise the school's pupils on a site away from the school Birkdale will seek assurance from the other organisation that all such staff have been checked for suitability.

Where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS) in accordance with the procedural guidance at <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs> (contact: PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795, email dbsdispatch@dbs.gsi.gov.uk). In cases involving teaching staff, the School will also decide whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.

All visitors are assessed by the Deputy Headmaster to determine whether they may radicalise our pupils and to prevent such access and staff will submit a 'Visitor Application Form' for approval in advance of a visitor coming to the school. Assessment of a visitor would be done by seeking references and by searching for available information about them. If they are speaking to the school community, the school would seek to ascertain the content of any speech in advance. The member of staff who has invited the visitor will ensure that they are supervised whilst on school premises. Our policies are reviewed by the Governors annually. The school's Staff Recruitment Policy is available from the school in electronic or printed form upon request.

Useful links and resources:

Working Together to Safeguard Children, DfE 2015

Keeping Children Safe in Education, DfE 2016

Keeping Children Safe in Education, DfE 2018 Update Documentation

Related policies & procedures on the Safeguarding Sheffield Children website, schools & other education settings section:

A Good Practice Guide to Safeguarding Children and Young People in Education, Sept 16

3 Types of abuse and neglect and possible indicators

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

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 known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

PHYSICAL ABUSE: A form of abuse which 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 or young person.

EMOTIONAL ABUSE: This is the persistent emotional maltreatment of a child or young person such as to cause severe and adverse effects on their emotional development.

It may involve conveying to a child or young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving them 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 them, including interactions that are beyond their developmental capability as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another, serious bullying (including cyberbullying), causing children and young people to frequently feel frightened or in danger, or the exploitation or corruption of children or young people.

Some level of emotional abuse is involved in all types of maltreatment of a child or young person, although it may occur alone.

NEGLECT: This is the persistent failure to meet a child or young person's basic physical or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

SEXUAL ABUSE: This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children or young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Taken from: 'Working Together to Safeguard Children', DFE 2015 (Appendix A, page 92)

PEER ON PEER ABUSE: Peer abuse is abuse (including physical, emotional and sexual) of a child or young person by their peers. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Peer abuse includes:

- Bullying (including cyber bullying)
- Sexual violence & sexual harassment
- Sexting
- Upskirting
- Teen partner abuse
- Physical abuse
- Initiation/hazing type violence/rituals
- Sexual abuse can take place solely online

This abuse can:

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

Children or young people who harm others may have additional or complex needs themselves, e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Birkdale School recognises that:

Stopping physical, sexual or emotional harm and ensuring immediate safety is the first priority of any education setting.

Emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously.

School staff will discuss all concerns with the Designated Safeguarding Lead and Deputy, who will assess and make judgements about each specific case and will use the guidance set out by the Sheffield Safeguarding Hub to assist them.

What is peer-on-peer abuse?

Peer-on-peer abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships. As with many forms of abuse, it rarely takes place in isolation.

Types of peer-on-peer abuse

When thinking about peer-on-peer abuse the following types of abuse should be considered, as there is not one key definition:

Peer-on-peer abuse often involves an imbalance of power between the perpetrator and victim. This can present itself in a number of ways; it may be in a controlling relationship or 'friendship' group.

Peer-on-peer abuse should be considered if:

- there is a power difference between the children and young people concerned
- the perpetrator has repeatedly tried to harm one or more children
- there are concerns about the intention of the alleged perpetrator.

Recognising signs that may indicate peer-on-peer abuse

Peer-on-peer abuse can impact children and young people in many ways. The child or young person may think that it is a part of normal friendships or relationships.

As a consequence of peer-on-peer abuse a child or young person may exhibit the following, but it is important to understand that how abuse affects a young person will vary. A child or young person may;

- not attend school or college
- truant from lessons
- be withdrawn
- be experiencing a breakdown of family relationships
- be anxious
- be aggressive or argumentative
- self-harm
- become involved in alcohol or substance misuse.

These factors rarely occur in isolation. Where a child exhibits any behaviour that is out of character or abnormal for their age, staff should always consider whether an underlying concern is contributing to their behaviour.

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

What to do when you suspect peer-on-peer abuse

If you suspect a child is in immediate danger, you must report your concerns to your designated safeguarding lead (DSL). They will make a referral to children's social care and/or the police. If the DSL is not available you must not delay in reporting the abuse yourself, but you must inform the DSL as soon as possible.

- Always take complaints seriously
- Never ask a student for a written statement, it can interfere with a criminal investigation
- Assess needs of victim and perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

If you suspect a child is at risk of or experiencing peer-on-peer abuse or that child is abusing their peers, you should discuss your concerns with your DSL so that a course of action can be decided.

A decision should be made on whether to:

- report to social care and/or the police
- undertake an early help assessment
- manage internally with or without external agency support.

When dealing with peer-on-peer abuse it is important that the victim's welfare is of paramount importance, in addition it is important to recognise that support may be required for the perpetrator and suitable interventions may be essential.

CHILD SEXUAL EXPLOITATION (CSE): Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- (a) in exchange for something the victim needs or wants; and / or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self harming or suicidal behaviour;
- low self esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in school performance.

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;

- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.

HONOUR-BASED VIOLENCE: (HBV) Honour-based violence encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Such abuse often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation). Members of staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If a member of staff has a concern regarding a child that may be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or Deputy) who will activate safeguarding procedures. In the case of FGM, since 31 October 2015, there is a mandatory duty to report it to the police and inform the DSL.

SERIOUS VIOLENCE: All staff at Birkdale should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

FEMALE GENITAL MUTILATION (FGM): Female Genital Mutilation (FGM) comprises all procedures involving the partial or total removal of the external female genitalia or any other injury to the female genital organs for non-medical reasons. Members of staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the young person. Victims of FGM are likely to come from a community that is known to practise FGM. UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leonean, Egyptian, Nigerian and Eritrean. NonAfrican communities that practise FGM include Yemeni, Afghani, Kurdish, Indonesian and Pakistani. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Suspicious may arise in a number of ways that a pupil is being prepared for FGM to take place abroad. These include knowing both that the family belongs to a community in which FGM is practised and is making preparations for the pupil to take a holiday, arranging vaccinations or planning absence from school. The pupil may also talk about a special procedure/ceremony that is going to take place.

Indicators that FGM may already have occurred include prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems. Some teachers have described how pupils find it difficult to sit still and look uncomfortable, or may complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Further information about this topic may be found on pages 16-17 of the Government Publication 'Multi-Agency Practice Guidelines: Female Genital Mutilation'.

Signs of sexual and emotional abuse (the persistent emotional maltreatment of a child) listed below (taken from the publication 'What to do if you are worried a child is being abused 2015' may also be indications that a pupil has suffered FGM or may be at risk of FGM.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Any member of staff who becomes concerned that a pupil may be at risk of FGM or who may have suffered FGM should report the matter to South Yorkshire Police by phoning 101 immediately. The police reporting duty is mandatory. The member of staff should also speak to the DSL.

Training about FGM and the responsibilities of the member of staff to report it is delivered to all staff as part of their induction training. It has also been delivered to staff who have been part of the school prior to 2015.

CHILDREN WHO RUN AWAY OR GO MISSING: Children going missing, particularly repeatedly, can act as a vital sign of a range of safeguarding possibilities. If a child goes missing or runs away this may be linked to abuse or neglect, which may include Child Sexual Exploitation (CSE), child criminal exploitation. It may also indicate mental health problems, risk of travelling to conflict zones, substance abuse, risk of female genital mutilation or risk of forced marriage. Members of staff who suspect that a child has run away or gone missing should follow the Missing Pupil Policy E.27.

CHILDREN WHO LEAVE THE SCHOOL: If a child leaves Birkdale School the Headmaster will notify the Local Authority if the Headmaster believes that the child is being home educated, has ceased to attend school, is medically unfit to attend school, is in custody or if the child has been permanently excluded. The Headmaster will inform the local authority if a pupil is failing to attend school regularly or who has been absent without permission for more than 10 school days. The Headmaster will inform the local authority whenever children enter Birkdale School at times other than at the normal transition points (Year 7 and L6) or at times other than the start of the academic year. The DSL will ensure that any Child Protection files are transferred securely to a child's new school as soon as possible and that a confirmation of receipt is obtained.

HOMESTAYS: A number of overseas students join the Sixth Form at Birkdale each year through the educational agency ICON. These students are placed in homestay accommodation within Sheffield by ICON who also report this to Sheffield Safeguarding as a private fostering arrangement. If a member of staff becomes aware that a child is in a homestay arrangement they should notify the DSL who will report this to Sheffield Safeguarding as a private fostering arrangement. Overseas trips should usually be organised in such a way as to not require Birkdale pupils to engage in homestay arrangements abroad. It is not possible to use the DBS system to obtain information about adults overseas. If it is necessary to use homestay arrangements abroad then the trip organiser should consult with the DSL at an early stage. The DSL will explore the issue with the partner school or organisation abroad and decide whether the arrangements will be appropriate and sufficient to safeguard effectively every child who will take part in the exchange. If students from overseas are

staying with UK host families then the host families should be DBS checked with the barred list check.

SEND CHILDREN: Children who have been identified as having a Special Education Need or Disability may be particularly vulnerable to abuse. Staff should be alert to this and should consider the nature of the child's difficulties if allegations of abuse are made.

SEXTING: Sexting is defined as 'sending or posting sexually suggestive images, including nude or seminude photographs, via mobiles or over the Internet'. The definition and possible legal and disciplinary consequences of sexting are explained as part of the PSHEE curriculum. The school takes full account of 'Sexting in schools and colleges: Responding to incidents and safeguarding young people (UKCCIS)'. Pupils in S1-S4 are not allowed to keep mobile phones on their person during the school day. The school will search pupils and confiscate mobile phones and remove information from them as part of an investigation into sexting and as part of keeping children safe. However, great care will be taken over deciding whether to view imagery in line with the advice in 'Searching, Screening and Confiscation: HM Government 2018'. If an incident involving sexting or youth produced sexual imagery comes to the school's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL will hold an initial review meeting with appropriate school staff
- There will be subsequent interviews with the young people involved (if appropriate)
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

INITIATION RITUALS: There is no tradition of initiation rituals at Birkdale and no such rituals will be tolerated.

BANTER: Staff should always be clear with pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Such behaviour should not be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys". Staff should challenge behaviours such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing such behaviours risks normalising them. Training was delivered to staff in September 2018 upon the implementation of KCSIE (2018) and the updates in Annex A. This training will be delivered to new staff as part of their induction to the school. Refresher training will be regularly delivered during INSET sessions to maintain awareness of all staff as to their responsibilities to tackle and report such behaviours.

OTHER SPECIFIC SAFEGUARDING CONCERNS: A list of some other specific safeguarding issues is given below; any member of staff who is concerned that a pupil may be affected by one of these issues should speak to the DSL immediately.

- bullying including cyberbullying
- county lines
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)

- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

4 E-Safety & Teaching Online Safety at School

What is cyber-bullying?

Cyber-bullying happens 'online' through electronic information technology with a widespread audience and numerous devices to communicate through.

Cyber-bullying can leave children and young people feeling scared, upset, isolated and very vulnerable, particularly as the bullying can happen whilst in their own home.

There are a number of different methods of cyber-bullying, but the main ones are:

- Electronic communication such as messages, texts, emails, photographs, video-messaging, sexting via mobile phones, computers, smart-phones, tablets etc. to individuals or groups
- Communication is threatening, upsetting or offensive and may include racist, sexist, or homophobic content
- Making humiliating and abusive phone calls on mobiles or landlines
- Sending inappropriate communication that can be shared with others through social networking and gaming sites
- Communicating with friends of the victim and other people to try to make them become part of the bullying
- Setting up 'profiles' on social networking sites to make fun of a child or young person
- Creating a false identity to impersonate someone and send inappropriate communications in their name
- Use chat rooms and gaming sites to abuse other players, use threats, lock victims out of games, spread false rumours
- Sending viruses or hacking programs that can destroy the victim's computer or delete personal information from their hard drive
- Posting intimate, sensitive and personal information, about someone without their permission or knowledge

The above methods can also be used by adults to 'groom' vulnerable children and young people in order to sexually exploit them. These people pretend to be someone else online in order to befriend a child or young person, find out sensitive information or obtain intimate photographs of them, and then threaten to expose this information to their family or friends.

The purpose of internet use in educational settings is to raise educational standards and promote achievement, support the professional work of staff & enhance the settings' management of information, communication and administration systems between staff, pupils and parents or carers. Therefore, safeguarding children and young people online can involve a range of potential issues such as cyberbullying, extremist behaviour, grooming, child sexual exploitation and sexting.

This highlights the need to educate children, young people, their parents, carers and staff about the benefits and risks of using this environment and provide safeguards & awareness for users to safely control their online experiences.

The School upholds its responsibilities to teach online safety through the DoF principles outlined in the June 2019 document 'Teaching Online Safety in Schools'

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

...and the framework, 'Education for a Connected World'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF

The children receive age appropriate training in online safety through specific curriculum content within the syllabus, making use of childnet, thinkuknow and crucial crew. The pupils sign an age appropriate 'acceptable user agreement', also the staff sign a technology agreement.

The school has rigorous filters and technologies built into the network to prevent boys accessing unsuitable materials online. Where material slips through this is reported immediately to the technology support team who will respond immediately.

All boys have a unique username and password that must not be shared with other boys. This is subject to 'live checks' to monitor aspects such as 'search engine' activity.

The staff undergo 'Online Safety Training' annually through the Educare programme.

Useful web links/resources:

Thinkuknow

Childline - Bullying

Preventing and Tackling Bullying, Department for Education

5 Preventing Extremism & Radicalisation

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

Extremism is defined as the holding of extreme political or religious views. Extremist behaviour will not be tolerated within the Birkdale community. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Our role, as a school, within the government's overall anti-radicalisation strategy, is outlined in the DfE documents 'Prevent Duty Departmental Advice (June 2015)' and 'Social Media Guidance'. We would discharge our responsibilities in this area in the following ways:

Pupils are encouraged to adopt and live out our core values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.

- Pupils are helped to understand the importance of democracy, freedom of speech and British institutions and services through Form time, curriculum subjects, assemblies and through the elected School Council members.
- Pupils are taught how to keep themselves safe, in school and when using the internet. In particular they will learn how to recognise bias and propaganda on-line.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupils' wellbeing, confidence and resilience are promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices, so that they understand the impact and consequences of their actions on others.
- Teachers will challenge anyone expressing extremist views.
- Through INSET, teachers and non-teaching staff and governors demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school. Teachers, non-teaching staff and governors receive regular training on how to identify pupils at risk. The DSL has completed 'Channel General Awareness' on-line training and 'Prevent Awareness Training'

to understand how to assess the risk that a particular pupil may be radicalised. Potential indicators of radicalisation include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

- All visitors are assessed by the Senior Leadership Team to determine whether they may radicalise our pupils and to prevent such access. This would be done by seeking references and by searching for available information about a visitor/speaker and by ascertaining the content of any speech in advance. Any member of staff who has invited a visitor to the school will complete a Visitor Application Form and submit this to the Deputy Headmaster or Deputy head of Prep in advance of the visit. The member of staff who has arranged for a visitor will ensure that they are supervised during their time at the school.
- The internet is increasingly used as a means to radicalise children. The school's ICT filtering systems are sufficient to keep pupils safe when accessing the internet at school. The effectiveness of the filters is tested regularly by the Head of ICT systems. Staff should suspend any professional disbelief that instances of radicalisation 'could not happen at Birkdale' and should refer any concerns to the DSL. The DSL may refer a pupil to the Prevent Single Point of Contact 0114 273 4934.

Further advice and support about extremism may be found on the Sheffield Safeguarding Children website in the policies and procedures section (<https://www.safeguardingsheffieldchildren.org/sscb/education/policies-procedures> which includes contact telephone numbers) or from the South Yorkshire Safeguarding Adults Procedures (http://www.proceduresonline.com/southyorks/sab/chapters/p_prevent_terror.html which includes a dedicated section for Sheffield). South Yorkshire Police provide advice and support about extremism through <http://www.southyorks.police.uk/node/19126>.

6 Special educational needs and disabilities

Birkdale School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on special educational needs and learning difficulties and disability policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children.

The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

7 Children Missing Education

Birkdale School recognises the statutory guidance Children Missing Education (September 2016). The School recognises the key principles that enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME).

Risks

A child missing from education is not in itself a child protection matter, and there may be an innocent explanation for this. However, regular school attendance is an important safeguard and unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

The School will endeavour to deal with this problem in three ways:

- By preventing poor school attendance and truancy;
- By acting once absence has occurred to establish children's safety and try to get them back to school;
- By taking action to trace children whose whereabouts are not known.
- 'Missing' children can be vulnerable; it is essential that all services work together to identify and re-engage children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

Actions

Birkdale School monitors attendance closely and addresses poor or irregular attendance. Parents are contacted at registration if their son's absence is unexplained. Where there are on-going concerns, the Deputy Head will arrange a meeting with the parents/carers. The school recognises that it is important that pupils' poor attendance is referred to the local authority.

In the more general circumstances of a child going missing who is not known to any other agencies, the Headmaster should inform the Pupil Tracking Officer and Education Welfare Officer of any child who has not attended for 10 consecutive schools days without provision of reasonable explanation. Where a child has left the school, the Deputy Head will complete a 'Missing from Education' form and send it to the LEA, if the school has not received a request from a new school by 11 days.

In the more general circumstances of a child going missing who is not known to any other agencies, the Headmaster should inform the Pupil Tracking Officer and Education Welfare Officer of any child who has not attended for 10 consecutive schools days without provision of a reasonable explanation.

All schools are required to notify the local authority within five days when a pupil's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the pupil.

The School will notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register.

In line with the duty under section 10 of the Children Act 2004, the expectation is that the school will use the local authority systems and will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral (see Making a Referral following the Identification of Child Safety and Welfare Concerns Procedure) should be made to children's social care (and the police if appropriate).

Headmasters should inform the Pupil Tracking Officer and the child's social worker immediately a child subject to a Child Protection Plan is missing.

In the following circumstances a referral to Children's Services and / or the police should always be made promptly:

- The child may be the victim of a crime;
- The child is subject of a Child Protection Plan;
- The child is subject of Section 47 enquiries;
- The child is looked after;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

8 Referring safeguarding concerns

Overview for teachers and other staff if a child disclosed abuse

- Yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. If questions are needed to clarify understanding, they should be framed in an open manner in order to not lead the child in any way.
- You must report orally to the **Designated Safeguarding Lead** immediately
- Make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the designated senior person. The note should record the time, date, place and people who were present as well as what was said. Remember, your note of the discussion may need to be used in any subsequent court proceedings.
- Do not give undertakings of absolute confidentiality.

Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

If someone is worried about a pupil/student at Birkdale School, the concern:

- Must be passed on verbally to the Designated Safeguarding Lead/Deputy (DSL/D) (in person or by phone) straight away
- Should then be written down, given (or sent via secure child protection e-system) to the DSL/D & kept in the pupil/student's safeguarding file.

The DSL/D may do quick checks within school and with other agencies. These checks should not delay referral of a pupil/student who is suffering or likely to suffer significant harm.

If the child & family need early support from other agencies, the DSL/D will:

With consent, complete an Early Help Assessment (EHA) form part 1 (for single issue) or Family Common Assessment (FCAF) (for multiple issues) & send securely to MAST to discuss at a Team around the Family (TAF) or Early Help Gateway (EHG) Meeting to coordinate support. (All documents available via the Sheffield Safeguarding Hub)

If there are complex needs or if the support given has not had a positive outcome the DSL/D will:

- Complete an FCAF/MyPlan/Education, Health & Care Plan with the parents, carers & any practitioners who are already involved
- Obtain consent to share this information with the required services (using an interpreter if the family do not speak/understand English well)
- Send the information securely to Multi-Agency Support Team (MAST) to discuss at the MultiAgency Complex Case Panel (MACCP)
- Attend the MACCP to discuss the assessment and what services are available to offer

support

The DSL/D will refer a child or young person that is ‘suffering or likely to suffer significant harm’:

- immediately to the social worker (or their manager) if one is allocated to the child
- If no allocated social worker, immediately to Sheffield Safeguarding Hub, tel. 2734855

Please note that Parental Consent is not required to refer concerns about any or significant harm, but you should inform parents if safe to do so.

The Sheffield Safeguarding Hub:

- will collect information from involved agencies and decide what further action is required
- does not take calls ‘for information only’ – record such information on the setting’s system
- DSL/Ds must follow up their referral in writing on a Multi-Agency Confirmation Form (MACF) within 24 hours, and send via the AnyComms system
- The Hub must acknowledge receipt of the MACF within 72 hours and feedback on the outcome.

TRANSPARENCY: Birkdale prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection (Anti-bullying, Interaction with Pupils – Model Code of Conduct for Staff Missing Pupils, Managing Images of Children), are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly.

Making a referral – checklist:

Please note that Parental Consent is not required to refer concerns about any or significant harm, but you should inform parents if safe to do so.

Ensure you have all of the pupil/student’s education & safeguarding information with you

Call from a place where you will not be interrupted or overheard inappropriately

Describe the incident or the concern and provide information about:

The child/young person:

Name, address, date of birth

Presentation, hygiene, home environment

Academic ability and achievement

Attendance, punctuality, how long on roll

Behaviour, response to rules & boundaries

Relationships, bullying, discrimination

Child/young person’s view about their home life

Health issues, learning difficulties/needs

The family:

Who has parental responsibility for the pupil?

Who do they live with?

If anyone involved has any special needs

Who accompanies the pupil to school events?

Other significant friends or relatives

Parenting concerns such as domestic abuse,
mental health, substance misuse

Care, safety, guidance, protection, emotional support

Family history, functioning

Environmental issues, housing, finance, unemployment, social & community integration

Early Intervention:

What support are you currently offering?
Have you tried other support and did it work?
Other services involved with the child/family
Previous education settings attended
Previous/current assessments

Advice on Interaction with Pupils

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

Communication with Pupils

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones. The Group Leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her, and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The Group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately. Safeguarding Lead will decide what to do next.

Sheffield Safeguarding 'Behaviour Guidelines'

Staff & volunteers should read these guidelines alongside their employer's code of conduct

DO NOT:

- Use your position to gain access to any information for your own advantage or another persons' detriment
- Intimidate, threaten, bully, coerce or undermine anyone
- Use racist, sexist, homophobic or other language or behaviour that is derogatory or oppressive to others
- Engage in any sexual activity (even consensual) with a student under 18 years or a 'vulnerable adult' who is attending your educational setting
- Play games or have physical contact with a student that is inappropriate
- Use disproportionate force when addressing student behaviour
- Jump to any personal conclusions about staff, volunteers or student's behaviour
- Investigate any allegations about the behaviour of staff and volunteers yourself
- Make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with students

- Create any personal relationship with a student where one does not already exist
- Give any personal details about yourself or others to a student unless you have agreed this with a senior member of staff
- Be-friend or communicate with a student via personal internet accounts, social networking, apps or other electronic medium
- Rely on your good name or reputation to protect you when you behave inappropriately - it may not be enough

DO:

- Encourage discussion about safeguarding amongst staff, governors, students, mothers and fathers (or carers) and volunteers
- Report all health & safety issues without delay
- Keep students safe and protect them from physical, sexual and emotional harm & neglect
- Look after yourself
- Treat everyone with respect
- Be a positive role model and behave in a way that you wish others to follow
- Work with another appropriate adult in all planned activities whenever possible
- Risk-assess all situations when you are working alone with a student and make sure you are seen and/or heard by others
- Respect peoples' right to personal privacy
- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like
- Report and challenge all inappropriate and/or abusive activities, such as ridicule, threats, intimidation, bullying and discrimination
- Familiarise yourself with all aspects of your settings' code of conduct
- Report any gifts or money you are given as part of your role at work, and ensure they are not of significant value or intention
- Give gifts (never money) to students only as part of an agreed reward system
- Report all concerns and allegations of abuse to students or vulnerable adults, directly to your Designated Safeguarding Lead, Head Teacher or Senior Manager as appropriate

Remember: someone may misinterpret your actions, however well intentioned.

Ask yourself: are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?

9 The Designated Safeguarding Lead Officer

Currently named:

Mr. J. Leighton Deputy Head of Birkdale Prep School (including the role of practitioner to take lead responsibility for safeguarding children within the EYFS setting) Based at Clarke House. Internal No: 503

Mr. P. King Deputy Head of Birkdale Senior School. Based at Senior School. His office is located on the first floor of the Oakholme building. Ext 606 Direct line: 0114 229 6606

Mrs. E. Arcari DDSL Head of Birkdale Pre-Prep School Based at Belmayne House (including the role of practitioner to take lead responsibility for safeguarding children within the EYFS setting) Based at Belmayne House. Internal No: 552

The designated safeguarding leads liaison with the local authority and will work with other agencies in line with Working Together to Safeguard Children 2018. There is always cover for this role.

The Role of Online Safety Coordinator is included with the job description of the DSL.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

The designated safeguarding lead undergoes updated advanced child protection training every two years. They also receive regular updates through e-mails, the web-links and their Safeguarding Portal. The headmaster and all staff members should undergo child protection training which is updated regularly (usually every 3 years, and from Sept 2018 every year, and as part of the Induction Process for new staff), in line with advice from the Sheffield SCB. This training will include all elements of the safeguarding policy, indicators of abuse, procedures for reporting including 'whistle-blowing', the role of the Safeguarding lead and other significant staff, plus important contact details. Furthermore, Induction training also includes Staff Code of Conduct, the Role of the Designated Safeguarding Lead, Part 1 of KCSIE, and 'Educare Safeguarding Training and Refresher Updates'.

- The role of the Designated Safeguarding Lead is critical to the effective operation of child protection procedures within the school. On a day to day basis, s/he will be the main point of contact both for staff within the school and for outside agencies seeking contact with the school on child protection matters.
- The Designated Safeguarding Lead needs to ensure his or her own knowledge of child protection matters is up to date through regular attendance at authority and inter-agency training events.
- S/he should also develop and maintain effective working relationships with his or her counterparts in the other agencies. Within the school s/he will have a key role in developing staff understanding of child protection, their roles in relation to child protection and the procedures to be followed in cases of serious concern.
- S/he needs to keep her/his deputy fully informed of developments. S/he will also be responsible for overseeing the planning of appropriate curricular provision designed to help children become good parents and to protect themselves from the risk of abuse. In line with the recommendation of the School Drug Safety Team s/he will be responsible for managing risk from drug-related incidents in school.

In cases of alleged or suspected abuse, s/he has the following responsibilities:

- to listen to and record staff concerns, seeking further information from other staff if necessary;
- to have in place an appropriate and secure record system for child protection information, which takes account of the requirements of data protection;
- to observe the child;
- if necessary, to seek advice from the Sheffield Safeguarding Partners within 24 hours and/or from the person designated as a point of reference in the local inter agency guidelines.

NB Seeking advice from another agency will not be considered by them as a referral, and they cannot be expected to act as a result of such a phone call;

- to arrive at a judgement as to whether there is reasonable cause to suspect or believe that the child is at risk of abuse.
- If the Designated Safeguarding Lead concludes that further referral is inappropriate at this time, s/he should discuss the concerns with the Head of Prep/Headmaster to:
 - consider what action the school needs to take to provide further support for the child in question;
 - where appropriate, put in place logging arrangements to ensure that additional relevant information is gathered; and
 - decide how best to advise the parents of the identified concerns.
- together they should record, sign and date brief details of the concern and the decision made within the school child protection log.
- If there is evidence of the need to protect the child the Designated Safeguarding Lead Officer should:
 - discuss the concerns with the Head of Prep/Headmaster (unless the Head of

Prep/Headmaster is directly implicated in the concerns in which case contact should be made with the authority's nominated LADO, or in the case of an independent school, the Chair of Governors, or of the relevant governors' subcommittee) to consider whether immediate action is necessary to protect the child (e.g. can the child be allowed to return home that lunchtime/ afternoon?) and what action the school itself should take to provide further support for the child;

- explain to the child (or ensure that another member of staff, in whom the child has confidence, explains) what actions the school is going to take, and, as far as is known, what is likely to happen as a result; make a child protection referral in accordance with local arrangements, initially by telephone, to be followed up by a written referral copied to the authority designated LADO, or, in the case of an independent school, to the chair of the relevant governors' subcommittee. **NB The responsibility for making a formal child protection referral rests with the Designated Safeguarding Lead Officer, not with the Head of Prep/Headmaster.**
- consider whether a direct referral to the Reporter is also required, and if so make it in accordance with the advice set out in the Education Protocol — Appendix 2; in consultation with the Head of Prep/Headmaster and with the agency referred to, decide how parents are to be advised of the identified concern.

Following on from the initial referral, it is the Designated Safeguarding Lead Officer's responsibility, with others to:

- prepare and oversee the implementation of a school support plan for the child or young person. As part of that plan, consideration should be given to which staff (including any temporary or supply staff) require information and how much information they require, bearing in mind both issues of confidentiality and the need for the child to be adequately supported;
- co-ordinate the preparation of reports on the child in response to requests from other agencies. (Even where the meeting will be attended by a school representative, a report should be prepared for inclusion in the conference papers;)
- attend (or arrange for a more suitable nominee to attend) case conferences; core group meetings and Children's Hearings as required, and see that school contributions to a child protection plan are implemented;

The DSL meets with the Safeguarding Governor at least twice a year to go through the Safeguarding Policy and prepare the document for presentation to the Full Governing Body for approval. The DSL will also send the Safeguarding Governor the 'Safeguarding Note Book' for scrutiny and presentation.

10 The Role of the Safeguarding Governor

In recognition of Section 175, Education Act 2002 & The Education (Independent School Standards) Regulations 2014 which require governing bodies of all schools & colleges to make arrangements to safeguard & promote the welfare of children. The Governing body of Birkdale School have a senior board level lead to take leadership responsibility for their safeguarding arrangements (Working Together to Safeguard Children, DfE 2018). As a governing body they ensure that the school complies with all necessary duties under all legislation & ensure that the school policies, procedures & training are effective & compliant. The Sheffield Safeguarding Children Board (SSCB) requires that Safeguarding Governors attend Governors Safeguarding Training.

The Safeguarding Governor will meet regularly with the Prep and Senior School DSL to ensure that all documentation is updated and that the school systems are robust. They will also present the policy and notebook to a Full Governing Body and make a report regarding safeguarding matters.

11 Staff Training

The named Designated Safeguarding Lead(s) will attend **advanced safeguarding** training every two years and is expected to remain updated from the Sheffield Safeguarding Partners Updates Service.

Training in safeguarding and child protection, is updated in accordance with the requirements of the local safeguarding authority for the head and all staff, and all part-time and voluntary staff who work with children are to be made aware of the arrangements. This training will include all elements of the safeguarding policy, indicators of abuse, procedures for reporting including 'whistle-blowing', the role of the Safeguarding lead and other significant staff, plus important contact details. All staff are trained in how to report and how to manage a report, either to the DSL, or directly to the Safeguarding Partnership.

All staff annually read the latest Annex A of KCSiE and sign to confirm that they have read and understood the contents and they complete the Educare Courses on: 'Child Protection', 'Prevent', and 'Online Safety.'

All staff are also required to complete online Safeguarding courses which are assessed to demonstrate understanding of safeguarding. Safeguarding training is also given to new Governors and volunteers. Update training is given to everyone at least annually.

INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the Headmaster as part of the induction process. In particular, this induction training will provide new staff with the school safeguarding policy, the code of conduct for staff policy (staff behaviour policy), the Children missing education policy Part 1 of KCSiE (September 2018), including Annex A, and the whistle-blowing procedures. New staff are required to sign to say that they have received the copy of KCSiE and understood its contents and all staff are led through updates to KCSiE during staff INSET (hard copies of the updates to KCSiE 2018 and Annex A are given to staff).

12 Allegations of abuse against staff & volunteers

These procedures apply where an adult who works (paid or unpaid) with children or young people at Birkdale School has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

Birkdale School has a duty of care to employees and should:

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

from the same school or college

All allegations should be:

- Dealt with in the first instance by the Headmaster. Where the allegation involves the Headmaster, the Chair of Governors should be contacted first (governors@birkdaleschool.org.uk). The Chair of Governors should be party to all communications regarding allegations made against staff, and the Safeguarding Governor should be notified. At the same time the LADO should be informed.
- Responded to quickly, fairly & consistently, protecting the child/young person, whilst supporting the person subject to the allegation
- Systematically recorded by the LADO & Case Manager, detailing all decisions & actions taken

The Case Manager should inform the LADO immediately of all allegations that may meet the criteria so they can consider nature, content and context and agree a course of action (see process checklist below).

Considerations:

Apply procedures with common sense & judgement

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

At the end of a case where the allegation is substantiated, the LADO should have a "learning the lessons" review with the head teacher/principal etc. to identify any improvements that are required.

Local Authority Designated Officer (LADO): tel. 0114 273 4850

To refer, download the LADO referral form, complete & **securely** email to:

lado@sheffield.gcsx.gov.uk

Do not investigate this matter yourself, get advice and support from the LADO

Definitions:

Substantiated: sufficient evidence to prove the allegation

Malicious: sufficient evidence to disprove the allegation & a deliberate act to deceive

False: sufficient evidence to disprove the allegation

Unsubstantiated: insufficient evidence to prove or disprove the allegation, therefore not implying guilt or innocence

Regulation of Teacher: misconduct

In cases of serious teacher misconduct where all the local complaints procedures have been completed, a referral may be made to the Teaching Regulation Agency (TRA), which is an executive agency of the Department for Education.

TRA is responsible for regulating the teaching profession in England. They investigate cases of serious teacher misconduct and decide whether to refer a case to a professional conduct panel. The panel then investigates whether a prohibition order should be issued.

Regulations

The Education Act 2011 gives responsibility, from 1 April 2012, to the Secretary of State for Education to regulate the teaching profession in England and to hold a list of teachers who have been prohibited from teaching.

The Teachers' Disciplinary (England) Regulations 2012 (the Regulations) as amended by The Teachers' Disciplinary (Amendment) (England) Regulations 2014 provide information about the arrangements. TRA operates these on behalf of the Secretary of State.

They cover cases of serious misconduct. This is when a teacher's behaviour:

- is fundamentally incompatible with being a teacher
- could lead to them being prohibited from teaching
- The regulations don't cover the cases of less serious misconduct, incompetence or under-performance. A teacher's employer should deal with these cases.

Process checklist:

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

Does the child/young person need medical attention, to be removed from the scene of an incident, a member of staff to look after them until their mother, father or carer arrives?

Report incident/concern to Head Teacher, Principal, Chair of Governors, Head of Service etc immediately

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

Do the police need to be involved immediately, e.g. if there is an immediate risk to children or if an offence has been committed?

Record dates/times of alleged incidents, details of those involved and any potential witnesses

Gather & secure any already existing evidence, but do not take statements, this is a police role

Listen to the child/young person, encourage them to speak but do not lead or probe

Verify that the alleged event(s) could have happened: e.g. was the member of staff on duty and present when the alleged incident took place? Are there witnesses?

Contact the LADO immediately if advice is needed, otherwise email the information via LADO request form using secure email or fax.

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

After consultation with the LADO, inform the accused person, providing them with as much information as possible, unless the police and Children's Social Care are involved and need to agree what information to disclose

Consider whether suspension is needed or if an alternative arrangement can be made until the allegation is resolved

Inform mothers, fathers or carers as soon as possible unless police/social care need to be involved or a strategy discussion is required

Contact your Human Resources Service, especially if suspension or other action is being considered pending an investigation

Decide what, if anything, you can tell other staff members, considering confidentiality, the views of the member of staff and their representative

No details should be discussed with other people – all staff must observe confidentiality

All parties should be advised about reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil/student from the same school or college.

13 Use of mobile technology

The School's policy on the use of mobile technology, including phones and cameras, in the School, is described in detail in the Online Safety Policy and within the 'Acceptable User Agreements' and is described as follows:

There is a School's acceptable use policy for pupils which sets out the expectations on pupils.

The School's approach to online safety is set out in the School's e- Safety Policy.

Pupils are reminded that inappropriate use of 3G and 4G technology on pupils' devices, in school or on a school activity, will result in disciplinary action being taken.

All staff should use mobile technology in accordance with the guidance set out in the staff code of conduct and acceptable use policy;

Parents of all pupils may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use and are told not to post on social media if there are other boys in the picture.

Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

14 EYFS Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones, and cameras in the EYFS setting.

- Personal mobile phones, cameras and video recorders cannot be used when in the presence of children either on school premises or when on outings.
- All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings. School policy regarding this matter should be explained clearly to Parents by the EYFS manager.
- Mobile phones must not be used in any teaching area within the setting or within the bathroom area.
- In the case of a personal emergency staff should use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. ONLY school equipment should be used.
- Photographs and recordings can only be transferred to and stored on a school computer before printing.
- All telephone contact with Parents/Carers must be made on the school telephone and should be recorded.
- During group outings nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes.
- In the case of school productions, Parents/Carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on Social networking sites.

15 The Role of Senior Pupils

All Senior School Prefects and Learning Mentors are given leadership training that includes making sure that the younger pupils are kept safe, and on the appropriate action that they should take if they discover that a pupil is being bullied or abused.

16 Whistleblowing

What to do if you have a concern about safeguarding or child protection wrongdoing

Normally, you should first raise your concern internally, for example with the Head of Prep/Headmaster. If you feel unable to do this you should raise your concern with the Chair of Governors. The policy should provide options for you to raise your concern outside the management line and/or to escalate a concern that has been raised through your immediate superior or nominated person. If you are worried at any stage about how to raise your concern, you should always seek independent advice at the earliest opportunity. This may be to check who may be best placed to deal with your concern or simply to talk the matter through in confidence first and discuss how to raise your concern. You can do this through your union or professional body or the independent whistleblowing charity Public Concern at Work on 020 7404 6609, or by email at whistle@pcaw.org.uk. For further information please see their website at www.pcaw.co.uk. If you decide to seek advice from a legal adviser, then anything you say to them is automatically protected.

If you have raised your concern internally but feel it has not been properly addressed, or if you feel unable to raise your concern at any level within the school, you may feel that you need to raise your concern outside your place of work. It is advisable, in terms of both addressing the concern and securing your own protection as a whistleblower, to do this first with the governing body.

Further contact details: The NSPCC Whistleblowing Advice Line can be reached on 0800 028 0285. See <https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/>

Useful resources:

‘Whistleblowing to Ofsted about safeguarding in local authority children’s services’, Ofsted April 2014

Public Concern at Work, tel. 020 7404 6609 or email: whistle@pcaw.org.uk

Ofsted Whistleblowing Hotline tel. 0300 1233155, 8am to 6pm, Monday to Friday, or email: whistleblowing@ofsted.gov.uk or write to WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Sir Robert Francis’s ‘Freedom to Speak Up Review’

‘Whistleblowing procedure for maintained schools’, DFE 2014

NSPCC Whistleblowing Advice Line, tel. 0800 028 0285

17 Useful Contact Details

The Sheffield Safeguarding Partners and the Safeguarding Children and Independent Reviewing Service are based on Floor 3, Howden House, Union Street, S1 2SH. Their contact details are below.
Sheffield Safeguarding Children Board (SSCB):

Sheffield Safeguarding Children Board (SSCB) is the statutory body responsible for overseeing safeguarding children arrangements in the city.

Our office hours are: 8.45am to 5.15pm Monday - Thursday and 8.45am to 4.45pm Friday
tel: **0114 273 4450**; email: sscb@sheffield.gov.uk

The areas of responsibility of the SSCB include:

- **Substance Misuse Manager: Mandy Craig, tel: 0114 205 8214 or email: Mandy.Craig@sheffield.gov.uk**
- **Licensing Manager: Julie Hague, tel: 0114 273 6753 or email: Julie.Hague@sheffield.gov.uk for advice about safeguarding children on licensed premises and taxi and hospitality services**
- **Child Death Overview Panel (CDOP): Diane Shahlavi, tel: 0114 205 3846 or email: cdop@sheffield.gov.uk**

Sheffield Safeguarding Children & Independent Reviewing Service:

Sheffield Safeguarding Children and Independent Reviewing Service is responsible for the reviews of children in care and those subject to child protection plans. It also employs the Early Years and Education Advisors and is responsible for safeguarding children training.

Our office hours are: 8.45am to 5.15pm Monday - Thursday and 8.45am to 4.45pm Friday, tel: **0114 273 4934**, email: child.protection@sheffield.gov.uk

The areas of responsibility of the service include:

- **Safeguarding Children Training: tel: 0114 273 4530; email: safeguardingchildretraining@sheffield.gov.uk**
- **Child Protection Enquiry Team (CPET): tel: 0114 273 4925**
- **Local Authority Designated Officer (LADO) and Prevent:**
Hannah Appleyard, tel: **0114 273 4850**
To make a referral, download the [LADO referral form](#), complete & email securely to lado@sheffield.gcsx.gov.uk or fax to **0114 273 4628** or **0114 273 6239**
- **Safeguarding Children Advisors, Education:**
Bea Kay, tel.: **0114 273 5655**; email: bea.kay@sheffield.gov.uk
Flora Bandele, tel.: **0114 205 3714** email: flora.bandele@sheffield.gov.uk
- **Safeguarding Children Advisor, Early Years:**
Val Linnett, tel.: **0114 273 5484** or email: val.linnett@sheffield.gov.uk
- **Child Protection Coordinators: tel.: 0114 273 5129 or 0114 273 4934**
For disagreements about whether a conference should be held about a child, the SSCB [Effective Challenge and Escalation](#) procedure should be followed.
- **Independent Reviewing Service: tel.: 0114 273 4994 for matters relating to the reviewing or monitoring of care plans for looked after children**

Children's Social Care

For contact details for the Sheffield Safeguarding Hub, please follow this link: [Referring a safeguarding concern to Children's Social Care](#)

For open cases, the contact details for the area teams in Children's Social Care are below:

North Children's Social Care: Sorby House, 42 Spital Hill, Sheffield, S4 7LG
Tel: **0114 203 9591** Fax: **0114 233 1042**

East Children's Social Care: Stadia Technology Park, Block D, 60 Shirland Lane, S9 3SP
Tel: **0114 203 7463** Fax: **0114 203 7510**

West Children's Social Care: Old Sharrow Junior School, South View Road, S7 1DB
Tel: **0114 273 4491** Fax: **0114 203 6370**

Children's Disabilities Service: Floor 6, North Wing, Moorfoot Building, S1 4PL
Tel.: **0114 273 5368**

Fostering and Adoption Services: Floor 7, Eastwing, Moorfoot Building, S1 4PL
Tel.: **0114 273 5075**

Safeguarding Children Advisory Service (practitioners only):
Mon – Fri, 09:00 - 17:00, tel.: **0114 205 3535**, or email: safeguardingchildrenadvice@sheffield.gov.uk

Multi-Agency Support Teams

Multi-Agency Support Teams and the agencies they work with aim to provide support to children, young people and their families, giving them help as early as possible, rather than entering crisis services at a late stage.

For more information about the support that MAST's can offer, follow this link for the Sheffield City Council website, [Community Support and Advice](#) page.

North MAST: Sorby House, 42 Spital Hill, S4 7LG

Tel: **0114 233 1189**; Fax: **0114 233 1042**; Email: northmast@sheffield.gov.uk

East MAST: First Floor, Shortbrook Primary School, Westfield Northway, S20 8FB

Tel: **0114 205 3635**; Fax: **0114 205 3639**; Email: eastmast@sheffield.gov.uk

West MAST: Old Sharrow Junior School, South View Road, S7 1DB

Tel: **0114 250 6865**; Fax: **0114 250 6713**; Email: westmast@sheffield.gov.uk

Sheffield Sexual Exploitation Service

The Sheffield Sexual Exploitation Service (SSES) is multi-agency team from Sheffield Futures, South Yorkshire Police, Barnardo's and Sheffield City Council, based at Star House.

The service is based on four principles:

- Prevention
- Protection
- Pursuit
- Prosecution

The needs and wishes of young people are at the centre of their work and the service is shaped by the Child Sexual Exploitation (CSE) Advisory group, made of young people who have experience of sexual exploitation.

The service can be contacted by professionals or members of the public for advice on **0114 201 8645**.

18 Review and Development

5.1 Procedure

This document, together with the effectiveness of its procedures, will be reviewed annually by the Senior Management Team and Governing Body and as events or legislation change requires.

5.2 Links with other Policies

This policy should be read in conjunction with the following documents:

A1a Staff Code of Conduct

D2 Behaviour

E3a Anti-bullying

E4a Interaction with Pupils – Model Code of Conduct for Staff

E4c Policy on eSafety and the use of mobile technology in school

E4d Sexualised Behaviour Policy

E24 Complaints Policy

E27 Senior School Policy on Missing Pupils

E33 Whistleblowing Policy

Safer Recruitment Guidelines: Part 3 DfE Statutory guidance for schools and colleges: Keeping children safe in education (April 2014 ref: DFE-000341-2014)

Annex: Policy on Procedures when a Member of Staff, Volunteer, Designated Safeguarding Lead or Headmaster faces Allegations of Abuse

INTRODUCTION

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Headmaster; but if another member of staff is told first, he/she will ensure that the Headmaster is informed immediately.

If the Headmaster is unavailable – or is involved - the Chairman of Governors should be told at once.

The Local Authority Designated Officer (LADO) would provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.

ANONYMOUS ALLEGATIONS

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation.

THE FIRST RESPONSE

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family.

We undertake to:

Take any allegation of abuse, involving a member of staff, very seriously,

Establish the facts before jumping to any conclusion,

Inform the member of staff concerned honestly of the allegation that has been made,

Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

THE NEXT STEP

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Consult with the Local Authority Designated Officer (LADO) (contact telephone number 0114 2053535),
- Involve Sheffield Safeguarding,
- Invite the police to conduct the investigation,

- Consider suspending the member of staff (or volunteer) concerned.

SUPPORT FOR THE PUPIL

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Sheffield Safeguarding, or other agencies involved to identify the support strategies that will be appropriate.

SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child, or
- The allegations are so serious as to constitute grounds for dismissal, if proven, or
- The police are investigating allegations of criminal misconduct.
- We recognise fully that we have a duty of care towards all of our staff, and we will always:
 - Keep an open mind until a conclusion has been reached.
 - Interview a member of staff before suspending him or her.
 - Keep him or her informed of progress of the investigation. Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or colleague.

ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate.

Possibilities include:

Sending the member of staff on leave,

Giving him or her non-contact duties,

Ensuring that a second adult is always present in the classroom when he or she teaches.

IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

COMPROMISE AGREEMENTS

The policy at Birkdale is to follow the guidance set out in “Keeping children safe in education” on the use of compromise agreements in cases of child abuse which is:

“If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance.... If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school or college from making a DBS referral when the criteria are met would be likely to result in a

criminal offence being committed as the school or college would not be complying with its legal duty to make the referral.”

LENGTH OF INVESTIGATORY PROCESS

We recognise that everyone’s interests are served by completing any investigatory process as swiftly as possible. Birkdale is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

REFERRAL TO THE DISCLOSURE AND BARRING SERVICE

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Disclosure and Barring Service (DBS) and the TRA within one month of the individual’s dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the DSL. If the Headmaster is involved, the report is made by the Chairman of Governors.

The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

If the dismissal has not reached the threshold for DBS referral then a referral to the Teaching Regulation Agency (TRA) will be considered.

RECORDING ALLEGATIONS OF ABUSE

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual’s file unless the allegation is found to be malicious in which case any records will be removed from personnel records. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child’s own family and/or community. However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child’s best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that

colleagues might shun him/her on the grounds of “no smoke without fire”. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised, we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances and assist in the provision of whatever other support, e.g. professional counselling, may be required and is reasonable. A short sabbatical or period of re-training may be appropriate.

ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Birkdale, we would immediately pass such information to Sheffield Safeguarding to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, reassignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

ALLEGATIONS INVOLVING THE HEADMASTER

The Chairman of Governors (governors@birksdaleschool.org.uk) should be told at once of any allegation involving the Headmaster. He will obtain legal advice before proceeding to the steps outlined above. The Headmaster will normally be suspended for the duration of the investigatory process and asked to vacate his school residence, and the Deputy Head will be made acting Headmaster until the conclusion of the investigation and resolution of the issue.