



Westfield School

Westfield School Safeguarding & Child Protection Policy

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Author: Mrs Hague

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This document is designed to provide staff guidance, expectations and standards operated in the Trust/School. It is intended as a reference document to enhance and support existing key policies and procedures for the safe and effective running of the Trust school sites. If staff are unclear what is expected of them they should speak to their line manager. Failure to adhere to the Trust's key policies and procedures may lead to disciplinary action.

All trust staff (including supply staff and trainees) are accountable for the way in which they exercise authority, their professional judgement, manage risks, use resources and protect pupils, themselves and others from avoidable harm.

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Safeguarding and Child Protection Policy Statement

Our Safeguarding and Child Protection Policy is outlined below. It is endorsed by the Local Governing Body (LGB), who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The LGB accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to Westfield School.

Signed:

Date:

Claire Sellars, Chair of the Local Governing Body

1. Introduction

This Safeguarding policy has been written to ensure we are following statutory guidance for schools and colleges “Keeping children safe in education” produced in September 2018.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Westfield School accepts the principles, policies and agree to follow the procedures on the Sheffield Safeguarding Children Website.

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

Hard copies of the SSCB policies are kept in **D Hague**’s office and can be accessed by the SSCB website.

This policy applies to all adults, including volunteers, working on behalf of the school

We have a committed and caring workforce who fully believe in the importance of robust safeguarding systems and procedures.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment,
- preventing impairment of children’s health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

www.workingtogetheronline.co.uk

2. Aims and Objectives

- To ensure we practice safe recruitment in checking the suitability of staff and volunteers.
- To raise awareness of potential safeguarding issues amongst staff, students and parents.
- To equip students with the skills required to keep them happy, healthy and safe both in and out of the educational setting.

- To continue to develop our knowledge and expertise in order to continue to improve systems and procedures.
- To raise awareness amongst staff of their responsibility to identify and report cases of concern.
- To support students that may need to access support and intervention in a way that is kind and caring but is structured and clear and concise.
- To establish a safe environment where children feel free to learn in a supportive environment to achieve their potential.
- To ensure that all staff abide by the code of conduct relating to their behaviour with children.

3. Definition of a child

'In this document a child is defined as anyone who has not yet reached their 18th birthday' (source: page 7 of *Working Together*).

4. Safeguarding Children Policy Front Sheet

Name of Setting: Westfield School

Academic year: 2018-19

We all have a statutory duty to “safeguard and promote the welfare of children”.

If you have any concerns about the health and safety of a child 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 e.g. a child's appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry that you may be 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 the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

The people you should talk to at this setting are:



Assistant Head Teacher, Designated Safeguarding Lead & SENCO

Name: Katy Hodges

Her office is located on the main deck.

Her telephone extension number is 2073



Inclusion Manager & Safeguarding Officer

Name: Diane Hague

Her office is located on the main deck.

Her telephone extension number is 2017.



SEN & LAC coordinator

Name: Julie Swift

Her office is located in SSB

Her telephone extension number is 2024



Attendance Officer

Name: Kim Maybury

Her office is located in reception

Her telephone extension number is 2012

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Head Teacher, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

5. The Safeguarding Children Team in your setting includes:

Head of Schools are responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

Name: Mr Joe Birkbeck

Designated Safeguarding Lead – a member of the leadership team responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Name: Ms Katy Hodges

Special Educational Needs Coordinator (SENCO) – advice, liaison and support for staff and agencies working with children with special education needs and their parents or carers.

Name: Ms Katy Hodges

Inclusion Manager and Safeguarding officer – a faculty leader responsible for the pastoral support team, lead on safeguarding policies and procedures, liaise with outside agencies and local authority. Teaching, support or pastoral staff with sufficient status and authority to effectively deputise for the Designated Safeguarding Lead role above.

Name: Mrs Diane Hague

Children who are Looked After (CLA) Designated Teacher – promotes the educational achievement of 'looked after' children who are on the school roll, and helps staff understand issues that affect how they learn and achieve.

Name: Ms Katy Hodges, Mrs Diane Hague and Mrs Julie Swift.

Your Safeguarding Children Team also links in with the:

Safeguarding/Child Protection Governor (or equivalent) – ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Name: Mr Paul Morgan

Chair of Governors – takes the lead in dealing with allegations of abuse made against the Head Teacher and other members of staff, in liaison with the Local Authority; and on safe recruitment practices with the Head Teacher.

Name: Mrs Claire Sellars

6. Safeguarding Referral Form

If you are concerned about a child or have received a disclosure from a child please complete this document

- Blank copies can be obtained from the safeguarding team
- Every Pastoral Manager & HOH keeps blank copies in their office
- Alternatively, blank copies can be found in the reception, in the staff room and with the Safeguarding team

Safeguarding Referral

PRIVATE AND CONFIDENTIAL

Today's date:

Name of young person:

Young person's ARKS group:

This form must be hand delivered to a member of
the **Safeguarding Team.**



Please put in a sealed envelope.

Nature of concern

Please tick:

Sexual ☐

Physical ☐

Emotional ☐

Neglect ☐

Sexual Abuse ☐

Self-harm ☐

Eating disorder ☐

Poor mental health ☐

(stress/anxiety/depression) ☐

Missing from home ☐

Sexual Exploitation ☐

Other (please specify):

Please state exactly what your concerns are, when and where you became aware of this situation:

ACTION TAKEN (if any):

Signature: Print name:

.....

Date:

Any other comments

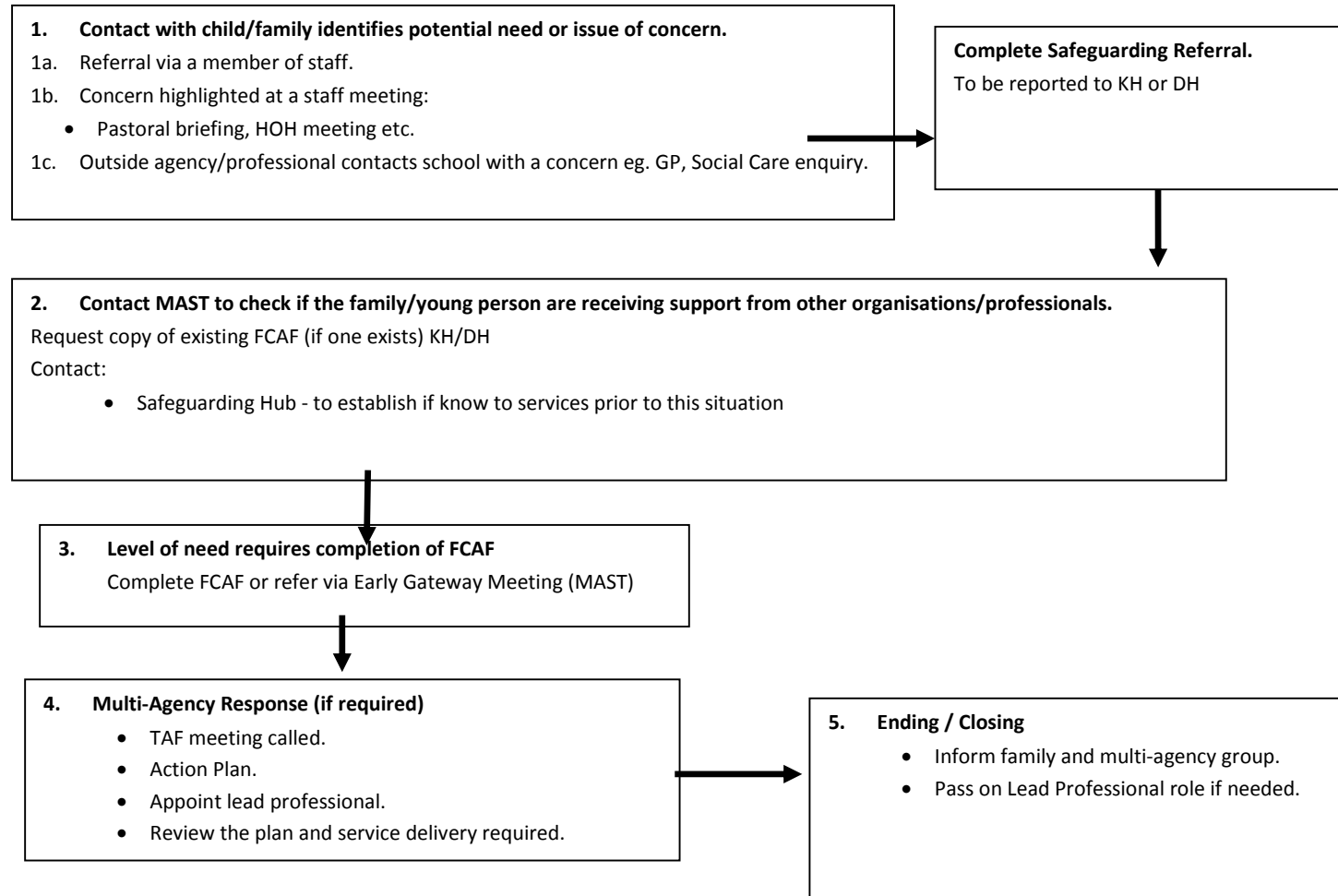
Please return to:

- **Ms Katy Hodges** - Designated Safeguarding Lead & Assistant Head
- **Mrs D Hague** - Safeguarding Officer and Inclusion Manager

This form needs to be handwritten and delivered in a sealed envelope to a member of the Safeguarding Team as soon as possible.

If you cannot locate a member of the Safeguarding Team, please see a member of the pastoral team or a member of the senior leadership team who will ensure the concern/disclosure is passed to a safeguarding officer when available. Please do not discuss the details with any other person than a Safeguarding officer.

Safeguarding / Child Protection Procedures: step by step guide



Obtained from the Sheffield Safeguarding Children website:

7. What is Child Abuse?

Abuse can happen to a child or young person at any age, from birth to when they have left school. It can happen in well-off families or poor families, from any ethnic background. It can happen to children and young people whether or not they have a disability.

Abuse can happen because of the way adults or other children and young people behave towards a child or young person. It can also result from adults failing to provide proper care for the children they look after. A child or young person can suffer different kinds of abuse at the same time.

Types and signs of abuse:

- Physical
- Neglect
- Sexual
- Emotional

Physical Abuse

This is when someone physically hurts or harms a child or young person. Hitting, squeezing, biting, or twisting their arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Someone may burn a child or young person, perhaps by holding a part of their body against something very hot or by scalding them. Violently shaking a baby can cause brain injuries, which can lead to permanent disability or even death. Poisoning a child or young person, perhaps by giving them alcohol or drugs, or deliberately making them ill is also physical abuse.

Signs may include:

- Any injury at all to babies who are not yet able to move on their own.
- Bruises in places where you would not normally expect to find them on a child or young person.
- Bruises which have a distinctive shape or pattern, like handprints, grasp or finger marks, or belt marks.
- Burns or scalds with clear outlines.

- Bruising in or around the mouth, especially in babies.

Neglect

Neglect can result when adults fail to meet the physical or emotional needs of the children they are responsible for. All children and young people need food, clothing, warmth, love and attention, in order to grow and develop properly.

Signs may include:

- A child or young person who is dirty or smelly
- A child or young person who looks thin and ill
- A child or young person with illnesses which have not been treated.
- Inadequate or unsuitable clothing for the weather conditions
- A child or young person who suffers repeated accidents
- A child or young person who does not respond when given attention.
- A child or young person who craves attention and affection from any adult.

Sexual Abuse

Sexual abuse is when a child or young person is forced, tricked or coerced into taking part in sexual activity with an adult or young person. This can include kissing, touching the child or young person in intimate areas, intercourse or oral sex. Encouraging a child or young person to look at pornographic magazines, videos or sexual acts is also sexual abuse.

The abuser may use different methods to persuade the child or young person to cooperate, like bribery, threats of physical force. Often, there will be no physical signs. It can happen to boys as well as girls. Sexual abuse can have long-lasting effects: some children or young people who have been abused in this way are unable to have close relationships with other people when they are older; others deliberately harm themselves because they feel so bad about what has happened; some may abuse other children or young people when they are older. Children or young people who are being sexually abused often tell an adult they trust – that person must be prepared to listen, hear and take action.

Signs may include:

- A child or young person who behaves in a sexual way.
- A child or young person who has inappropriate sexual knowledge for their age.

- Injuries or unusual appearance to private areas of the body.
- A child or young person who seems to take on an 'adult' role in the family.
- A child or young person who has 'secrets' with adults.
- A child or young person who hints at sexual activity through words, play or drawings.
- Truanting, running away from home or care.
- Bruises or bite marks – like 'love bites'.

Emotional Abuse

Emotional abuse occurs when a child or young person's basic needs for love, security, praise and recognition are left unmet. It may result in them becoming withdrawn, nervous, unhappy or lacking in confidence. They may be isolated and find it difficult to make friends, perhaps because they don't feel the same as other children.

Emotional abuse may happen when an adult constantly behaves in an uncaring or hostile way towards a child or young person, perhaps by bullying, rejecting, frightening, criticising or scape-goating them. An adult may behave in an inconsistent way all of the time so they never know what reaction to expect. Some adult carers can be very possessive or over protective towards a child or young person. In severe cases, they may be subjected to cruel treatment and punishment like being locked up in cold dark surroundings. Basic needs like food, drink and warmth may be withheld or have to be 'earned'.

Signs may include:

- A child or young person who is constantly blamed unfairly for things that go wrong.
- A child or young person who is made to carry out tasks inappropriate to their age.
- A child or young person who is not allowed to do normal childhood activities.
- A child or young person who is unhappy, nervous, withdrawn, isolated.

8. Dealing with disclosures

Guidance for all staff and volunteers

RECEIVE:

- Be a friendly ear
- Do not question what the young person is saying
- Do not interrogate
- Do not ask leading questions

REASSURE:

- Stay calm.

Do not promise confidentiality, clearly explain that you will have to speak to a member of the safeguarding team. Try to reassure the young person and explain that the information needs to be shared in order for them to be able to access the appropriate level of care and support.

Ensure that the young person is situated in a place where they feel safe and secure whilst you record the incident.

RECORD:

Promptly document the incident on a Child Protection/Safeguarding Concern form. This form can be located in your faculty safeguarding pack (this should be pinned to the notice board in your department office)

- It is important you record:
- Precisely what was said – use words the child used
- Noticeable behaviour without making assumptions (e.g. withdrawn, upset, anxiety)
- Injuries

This information needs to be delivered by hand to a member of the safeguarding team.

CONFIDENTIALITY

- Information should **only** be given to appropriate person(s).
- Maintain confidentiality.
- Other staff only need to know enough to act sensitively.
- Pupil kept informed of who knows, what they know.

9. Department for Education: Keeping Children Safe in Education (statutory guidance for school and colleges, Sept 2018)

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance *Working together to safeguard children*.
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.³ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage.

Detailed information on early help can be found in Chapter 1 of Working together to safeguard children 6 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.

10. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.
11. The Teachers' Standards 2012 state that teachers, including Head of Schools, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

What school and college staff need to know

12. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

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

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

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

Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take.

This can include:

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or

whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children

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

What school and college staff should look out for

17. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.
18. Departmental advice What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.
19. 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.
20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) 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 Children Board.

22. **Sheffield safeguarding hub:** 0114 2734855

Early Help assessment: 0114 2037485

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

Why is all of this important?

23. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.

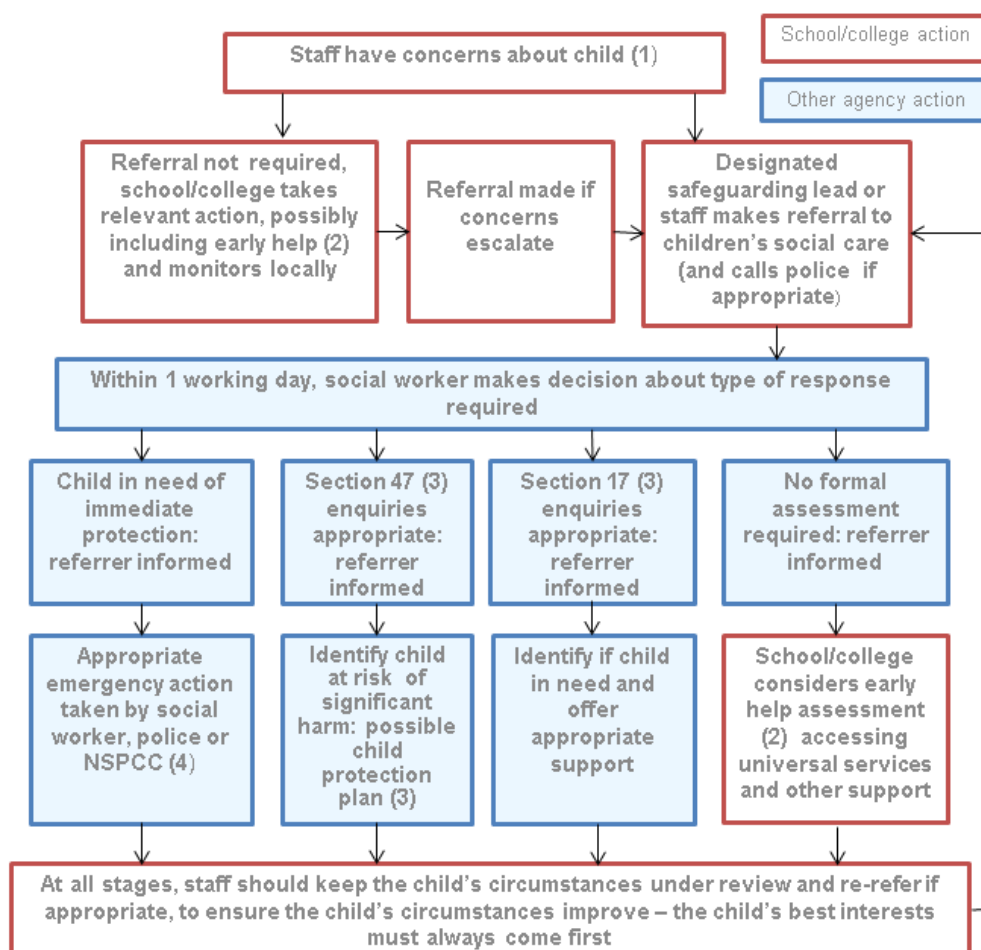
What school and college staff should do if they have concerns about another staff member

24. If staff members have concerns about another staff member, then this should be referred to the Head of Schools or principal. Where there are concerns about the Head of Schools or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the Head of Schools, where the Head of Schools is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

25. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
26. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.
27. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance can be found at- Advice on whistleblowing
 - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Actions where there are concerns about a child



In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

- Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
- Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children

- This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

28. **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.**
29. **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 by another child or children.
30. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
31. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
32. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images,

watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

33. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
34. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
35. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:
 - bullying including cyberbullying
 - children missing education – and Annex A
 - child missing from home or care
 - child sexual exploitation (CSE) – and Annex A
 - domestic violence

- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- Hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking.

10. Safer Recruitment and Selection

The school pays full regard to the DfE guidance ‘Keeping Children Safe in Education’.

In line with Part three of this guidance, governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.¹⁷ Governing bodies of maintained schools may choose appropriate training and may take advice from their LSCB in doing so. The training should cover, as a minimum, the content of this guidance

Carly Braid HR responsibilities:

- Deal with supply agencies and ensure that all checks have been carried out.

- Deal with volunteers and ensure that they have a current CRB if working alone with pupils.
- Ensure that the Safeguarding Form is completed for all visitors working with staff and check that they have photo ID.
- Maintain the Single Central Record.

11. Allegations of abuse made against teachers, Head of Schools, principals, volunteers and other staff

Governing bodies and proprietors should ensure there are procedures in place to handle allegations against teachers, Head of Schools, principals, volunteers and other staff. Such allegations should be referred to the designated officer(s) at the local authority by the appropriate person as set out in Part four of this guidance.

There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.¹⁸

This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Teachers who receive a disclosure about a member of staff should immediately inform the HEAD OF SCHOOL.

The Head of Schools will notify the Local Authority Designated Officer (LADO) within one working day of receipt of an allegation.

This should be done by contacting the Safeguarding Children Advisory Desk (0114 2037485)

If the allegation is against the Head of Schools, the concern should be reported directly to the Chair of Governors.

Staff should recognise that children are capable of abusing their peers. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported.

Peer on peer abuse can manifest itself in many ways. Governors and proprietors should ensure sexting and the school or college's approach to it is reflected in the child protection policy. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges.

Governors and proprietors should ensure the child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

12. Pastoral Support

Our students are encouraged to access support as and when required, this is often signposted by their ARKs keyworker. If a ARKS keyworker becomes concerned about a student they can discuss their concerns with the pastoral manager or Head of Hall or if the concern is of a safeguarding nature, staff inform a member of the safeguarding team.

Pastoral Teams

- Loxley, Pastoral manager = Mrs J Murray, HOH = Mr S Adams
- Rivelin, Pastoral manager = Mr Thompson, HOH = Mr Ward
- Sheaf, pastoral manager = Mrs N Lister, HOH = Miss Suter
- Don, pastoral manager = Mrs D Robinson, HOH = Miss Hopkinson

Sensitive information will be shared with the pastoral team via referral panel meetings to ensure those who need to know key information are kept informed of any potential issues or concerns to ensure all children are kept safe from harm.

Assemblies

SLT led a range of assemblies which tackles and raises awareness of key issues linked to safeguarding including Online Safety and Mental Health. All students are introduced the Safeguarding Team at the start of the year and posters are visual around the school informing students who they can talk to at any time.

PSHE and Form Time

Mr Clive Skinner Head of PSHE and work closely with ARKS tutors. Mr Clive Skinner have produced a number of lesson plans for Y7 tutor time on SEAL. This is delivered by form tutors.

The PSHE programme consists of:

Key Stage 3

- Emotions and Feelings
- Worries and Fears
- Life Events
- Mental Health Awareness
- Personal Safety
- Stress & Anxiety
- Relationships
- SRE
- Puberty
- Family
- Rights and Responsibilities
- Eating Disorders
- Smoking
- Alcohol
- Drugs and Society
- Domestic Violence
- Anti-Bullying Week
- Crime and Punishment
- Enterprise/Finance
- Introduction to World of Work
- Disability Education
- LGBTQ Plus Education.

Key Stage 4

- PSHE curriculum is now delivered by Intensive Days across Y10 and Y11.

- Y10: Health and Wellbeing Day – focusing on SRE, Mental Health, Drugs Education, World of Work, UCAS and Ethics
- Y11: Careers and Post 16 Preparation and Ethics

13. Parent Partnership

The school has a shared aim with parents to keep children safe from harm.

We communicate with parents and promote safe practices on the school website.

We are committed to working with parents positively, openly and honestly. We ensure that parents are treated with courtesy and respect.

When and wherever possible we contact parents directly about safeguarding/CP issues but there are times when we are duty bound to contact outside agencies prior to contacting parents.

We encourage parents to contact Key Stage Leaders to discuss any concerns that they have about their child's progress and development.

14. External Partnerships

External agencies

1. Key Workers involved should be qualified and experienced Social Workers.
2. Should notify the DSL if a child is Registered, including the care status and any information communicated to parents. The school should then be able to report on attendance, development, any causes for concern or change of circumstances.
3. Should provide written information to the school including case conference minutes. This should not be disclosed to any other party without the consent of the key worker or the DSL. If sensitive medical information is included the permission of the practitioner giving the information must be sought.
4. Should inform DSL Registered siblings if they are considered "at risk".

5. Should inform the school if a child is removed from the Register. It is then the responsibility of the school to ensure that all past records are destroyed.
6. Should inform the school of any change in status or placement of the child.
7. Takes part with the school in determining the extent of information transfer post-16.

15. School training and staff induction

All staff take part in annual safeguarding training every year within school.

The safeguarding team access safeguarding training annual refresher training and specialist briefings as and when required.

Staff are encouraged to access staff training.

SLT deliver a short induction on the first day of term to all staff. This ensures that staff are clear about who is on the safeguarding team and what to do should they need to report a concern.

Induction training is delivered by the DSL as and when new staff join the school including all staff on initial teacher training.

16. Support, Advice and Guidance for staff

Safeguarding staff are available to speak to staff confidentially about a disclosure/concern that may have caused them distress or anxiety.

Specific Issues to be aware of:

Domestic Violence

Domestic violence is listed under the definition of emotional abuse. Staff are to follow safeguarding procedures

Forced Marriage

Forced marriage is an abuse of human rights, and a form of domestic violence and child abuse. If staff have concerns about a Young Person they must follow safeguarding procedures

Forced Marriage Unit:

Mon – Fri (9am – 5pm): 020 7008 0151

Out of hours: 020 7008 1500

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

FGM is illegal in the UK and in October 2015 it became mandatory to report all concerns about FGM to the Police.

FGM is classified as a form of child abuse for girls under 18 years old, with long-lasting harmful consequences.

Girls who are threatened with, or who have undergone FGM may withdraw from education, affecting their educational & personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally as well as physically.

Some signs and Risk Factors:

- The age at which the procedure takes place may vary from birth to adolescence to just before marriage or during the first pregnancy. The most common age is between 5 and 8 years.
- There may be other girls or women in the family or household who have had the procedure.
- A girl may confide in a friend or a teacher of a special ceremony to 'become a woman'.
- Prolonged absence from school or college.
- Reluctance to undergo medical examinations or participate in PE.
- Signs of pain and frequent urinary or menstrual problems.
- A request for help which may not be explicit for reasons of fear and embarrassment. (SSCB Fact Sheet)

If staff have concerns about a young person they must follow safeguarding procedures.

Child Sexual Exploitation February 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

What is child sexual exploitation?

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to

a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator. Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

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

Signs and indicators:

- Is the Young Person staying out all night?
- Have they been/are they missing from home?
- Do they have prolonged absence from school?
- Do they appear with unexplained gifts and money?
- Have they begun a relationship with an older boy?
- Are you concerned they are involved in alcohol and drugs?
- Have you noticed a range in mood/attitude?
- Do they lack self-esteem?
- Are they secretive?
- Are they chatting on-line to people they have never met?

If staff have concerns about a young person they must follow safeguarding procedures.

Sexual Exploitation Manager: Phil Ashford, 0114 2018645.

PREVENT

Guidance on the duty in the Counter –Terrorism and Security Act 2015 to have regard to the need to prevent people from being drawn into terrorism.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revision_d_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

In fulfilling the new duty, we would expect the specified authorities listed above to demonstrate activity in the following areas.

Risk assessment

Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate. Institutions will need to consider the level of risk to identify the

most appropriate referral, which could include Channel or Children's Social Care, for example. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

Staff training

Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

IT policies

Specified authorities will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering, monitoring and enforcement.

17. Confidentiality

Westfield School follow guideline set out in the document 'Information Sharing: Guidance for practitioners and managers.

Storing of information

Staff reporting a concern:

- Staff are asked to complete a CP/Safeguarding Form
- Concerns must be reported as a matter of urgency
- CP/Safeguarding reports must be hand-delivered to a member of the safeguarding team.
- Staff **MUST NOT** keep copies
- Confidential information is securely stored in the safeguarding office
- Electronic summary sheets have restricted access

Westfield School operate a clear desk policy.

Information is shared with staff and outside agencies on a need to know basis.

Staff are not permitted to take private and confidential information off site. If this is unavoidable you must obtain permission from the Head of Schools prior to taking any information off-site.

If you are using remote access you must ensure that you sign in and out securely.

Children that are fleeing domestic violence are particularly vulnerable when a security breach occurs.

18. Roles and Responsibilities

Head of Schools

The Head of Schools must ensure that:

- The school safeguarding policy and procedures are communicated to and implemented by all staff.
- The DSL is a member of the leadership team and has sufficient time and resources to carry out the duties effectively.
- A Deputy DSL is identified.
- The DSL and Deputy receive training every year.
- Safeguarding training is undertaken by ALL staff.
- Arrangements are in place for the inclusion of child protection procedures in an induction programme for all people working in the school, no matter how long for or the status of the individual.
- Arrangements are in place to ensure safe recruitment procedures and appropriate checks on new staff and volunteers.
- They know the number of children that currently have a Child Protection Plan.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies where appropriate.

The Head of Schools is expected to provide the Annual Safeguarding Report for Head of Schools to the Governing Body in the summer term (a template for this is available on the Safeguarding Children website).

Assistant Headteacher Inclusion

Key responsibilities:

- To lead on Safeguarding and ensure that all safeguarding requirements are met across the whole school community.
- To lead on Safeguarding, including e-safety, across the whole school community.
- Line management of Safeguarding team.
- To quality assure all safeguarding systems, policies and procedures.
- To provide supervision to the safeguarding team.
- To ensure information is communicated to key members of staff

Safeguarding & Inclusion Manager

Key responsibilities:

- To work in partnership with teaching and support staff and outside agencies to identify those children who would benefit most from interventions. Identify and implement an action plan for each child, (except where the pupil was already subject to an individually tailored plan).
- To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- To contribute to the sharing of information between outside agencies and schools, and be a point of contact for specialist support services, for example, the Social Care Services, the Education Welfare Service, the Probation and Careers Services.
- To advise and support colleagues working in behaviour support, safeguarding and transition across the school and ensure appropriate training where necessary.
- To liaise with the Assistant Head of Schools (DSL) with regard to Safeguarding issues; developing, co-ordinating and recording the response of the school with that of other agencies.

Governing Body's Responsibilities

The Governing Body should ensure that:

- Their school has effective policies and procedures and monitors the school's compliance with them.
- Their school operates safe recruitment procedures and carries out appropriate checks on all staff and volunteers.
- Their school has procedures for dealing with allegations of abuse against members of staff and volunteers.
- A senior member of the school leadership team is designated to take the lead for child protection issues, who also support staff, liaises with the local authority and works with other agencies.
- The Designated Safeguarding Lead undertakes inter-agency child protection training that is refreshed every 3 years.
- They remedy without delay and deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention.
- Nominates a Designated Safeguarding Governor (DSG)
- They review their policies and procedures annually and provide information to the Local Authority about how they have discharged these duties

Designated Safeguarding Governor's Responsibilities

The Designated Safeguarding Governor should:

- Act as the link person between the governing body and the school's designated officers.
- Review safeguarding procedures/practices including access to training.
- Liaise with the Local Authority and/or partner agencies in the event of allegations of abuse being made against the Head of Schools.
- Undertake inter-agency child protection training.

If you have any queries about information documented in this policy, please see Diane Hague in the Safeguarding and Inclusion team.