



School's Safeguarding Policy

Reviewed: February 2019
Date of Review February 2020

Dobcroft Junior School

Safeguarding (Child Protection Policy) February 2019

Contents

Principles	2
Aims	3
Responsibilities & Immediate Action	3
Private Fostering	7
Children Missing in Education	7
Actions when there are concerns about a child	8
Vulnerable Pupils	9
Peer on Peer Abuse	9
Safeguarding & the Curriculum	10
Induction & Training	11
Recruitment	12
Volunteers	13
Staff Code of Conduct	13
Complaints/allegations against Staff	14
Dealing with disclosures of abuse	14
Whistleblowing	15
Record Keeping	15
Professional Confidentiality	16
Working in partnership with parents & carers	17
Role of the Governing Board	17
Complaints	18
Other relevant policies	18
Appendix A	20

Principles

At Dobcroft Junior School, we accept the principles, policies and agree to follow the procedures on the Sheffield Safeguarding website. Hard copies of all Safeguarding Policies are kept in the Headteacher's office and are available for parents and others to see if requested. They can be accessed on the local authority website:

www.safeguardingsheffieldchildren.org.uk/welcome/schools

Dobcroft Junior school's policy is updated annually and is available on the school website. Hard copies are available from the school office.

Dobcroft Junior School fully recognises its responsibility for child protection and safeguarding. Our policy applies to all staff, governors and volunteers working in school. It links to the agreed Local Authority policies on Safeguarding children.

Dobcroft Junior School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them 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. Our aim is to create a culture of vigilance and adhere to an 'it could happen here' mentality, as well as responding to new guidance and information sharing.

The School's Child Protection policy draws upon duties conferred by the

- Children Acts 1989 and 2004
- The Children and Families Act 2014
- Section 175 of the 2002 Education Act
- Guidance contained in 'Working Together to Safeguard Children'
- DfE's statutory guidance 'Keeping children safe in education' March 2015, September 2018
- Ofsted Safeguarding Guidance June 2015.
- Sheffield Safeguarding Children Board.
- The Counter-Terrorism and Security Act 2015 (The Prevent Duty)

POLICY AIMS

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed 'vulnerable'
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers
- Outline how complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored

This policy should be read in conjunction with other policies relevant to the safety and welfare of children and staff e.g. Behaviour, Anti-bullying, online safeguarding, Positive Handling, Intimate Care, Confidentiality, Photo Images, Voluntary Helpers, Administering Medicines, Recruitment and Selection, Children looked after, Personal Social Health Citizenship Emotional (PSHCE),

RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding children in our school is the responsibility of the whole school community. All adults working in this school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Leads who are members of the school's leadership and/or inclusion team

The Designated Safeguarding Lead (DSL) is Nicola Sexton (Head teacher)

headteacher@dobcroft-jun.sheffield.sch.uk

The Deputy Designated Safeguarding Leads (DDSL): Sheree Doyle (Deputy Head)

deputyhead@dobcroft-jun.sheffield.sch.uk

The role of the DSL

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigation and co-ordinates the school's representation at Child Protection conferences and Core Group meetings. When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. However any staff member can make a referral in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken.

The role of the DSL and DDSL

The DSL and DDSLs in this school should attend courses or conferences regularly to keep up to date with the latest developments and ideas.

They should ensure that the appropriate documents on Child Protection from the authority are available in school and are up dated when necessary.

They will give advice to colleagues and to take any necessary action.

The DSL and DDSLs needs to support the class teacher or other member of staff to whom the disclosure was made.

The DSL and DDSLs may also need to give support to the child and to the parent/s during and after an investigation.

The DSL and DDSLs need to liaise with the feeder schools and to pass on any information to secondary schools.

Should there be need for action after a disclosure the DSL will start the proceedings and be available to deal with the consequences.

Types of child abuse and neglect and signs to look for

We recognise the need to be vigilant for all children with regards to abuse and neglect. We are also aware that any child may benefit from early help, however we are particularly alert to the potential for early for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

- Is a post-adopted child

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. They may be abused by an adult or adults or another child or children.

Physical abuse: is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

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

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained bruises, cuts, burns, scalds, bite marks
- Inconsistent excuses or explanations or a refusal to discuss injuries
- Inappropriate behaviour e.g keeping arms and legs covered in hot weather

Emotional abuse: is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying, including online bullying through social networks, online games or mobile phones

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
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons
- Children self-harming or being depreciative of themselves; low self-esteem
- Engaging in neurotic behaviour such as nail biting, rocking, hair twisting etc

Sexual abuse and exploitation: is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. Sexual abuse 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 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). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

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
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy
- Sudden changes in behaviour or school performance
- Tendency to cling or need reassurance
- Signs of depression or withdrawal, wetting during day or night
- Distrust of a familiar adult

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education

Neglect: is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care

- Parents who fail to seek medical treatment when their children are ill or are injured

Female Genital Mutilation (FGM)

Female Genital Mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Some of the following signs may be indicators girls at risk:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHCE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services. There is a personal mandatory duty on teachers to report disclosures of Female Genital Mutilation on a female under 18 to the DSL or to the police.

Forced Marriages

You have the right to choose who you marry, when you marry or if you marry at all. Forced marriage is when you face physical pressure to marry (eg threats, physical violence or sexual violence) or emotional and psychological pressure (eg if you're made to feel like you're bringing shame on your family).

Force marriage offences:

Forced marriage is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Forcing someone to marry can result in a sentence of up to 7 years in prison.

Honour based violence

There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no honour, and cannot be, or justification for abusing the human rights of others.

Preventing Radicalisation

The Counter- Terrorism and Security Act 2015 places a duty on Local Authorities and children's service providers, to have due regard to the need to prevent people from being drawn into terrorism ('The Prevent duty').

Building children's resilience to radicalisation;

Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Personal, Social, Health, Citizenship and Education (PSHCE) is an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHCE, such as resilience, determination, self-esteem, and confidence. This helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. Pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

PRIVATE FOSTERING

Private fostering is defined in law as an arrangement that is made privately without the involvement of the local authority. It applies to the care of a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, with the intention it should last for 28 days or more. A 'close relative' is a grandparent, brother, sister, aunt or uncle, step-parent, whether of 'full blood' or 'half-blood' or by marriage.

A 'private' foster carer is:

- Extended family e.g. a cousin or great aunt
- A friend of the family
- The parent of a friend of the child
- Someone unknown to the child or young person's family. The period of care should be longer than 28 days and continuous, but this can be broken by occasional short breaks
- The private foster carer is responsible for providing day-to-day care of the child or young person and promoting & safeguarding their welfare
- Private foster carer's rights come from the voluntary agreement made with the parent
- Responsibility for safeguarding and promoting the child or young person's welfare remains with the person(s) with parental responsibility.

The Children Act 1989 places a duty on Parents, any person who proposes to privately foster a child, and all professionals involved (including education settings) to notify the

local authority of an intention to begin a private foster care arrangement immediately or within 6 weeks of it starting.

All notifications to the Local Authority should be made by ringing the service below and giving them all known relevant details of the child, their parents and the carers Families, Adopters & Carers Team (FACT) Tel 2734998

CHILDREN MISSING IN EDUCATION

All children are entitled to a full time education which is suitable to their age, ability, aptitude & special educational needs. Local authorities must try to identify children who are missing education in their area. A child or young person is considered to be missing from education if they are of compulsory school age (5-16) and:

- Are not on a school roll
- Are not being educated at home, privately or in alternative provision
- Have been out of educational provision for a substantial period of time

A child going missing from education is a potential indicator of abuse or neglect. Staff should be alert to safeguarding concerns such as sexual exploitation, travelling to conflict zones, Female Genital Mutilation and forced marriage, to help prevent the risks of pupils going missing.

All schools must inform the local authority immediately if they intend to remove a pupil from the admission register if they have:

- Been taken out of school for home education
- Moved too far away to travel to school
- Health problems that prevent their attendance before ceasing to be of compulsory school age
- Had a custodial sentence of over 4 months
- Been permanently excluded.

Schools must also inform the local authority of:

- Any pupil who fails to attend school regularly
- Has been absent without permission for 10 schools days or more

Schools should:

- Identify, monitor & locate all school-aged children & young people not on a school roll
- Work with all agencies to ensure that those pupils missing from education are promptly reengaged with educational provision
- Implement procedures to locate students who leave the city with an unknown destination.

Children Missing from Education Team Level 5, Moorfoot, S1 4PL Tel: 0114 2736462 Fax: 0114 2735470 Email: ed-missingchildren@sheffield.gov.uk

See Children Missing in Education Policy

ACTION WHERE THERE ARE CONCERNS ABOUT A CHILD

We follow the principles of the pathway outlined in appendix 1. If there is an immediate concern that a child or young person is being abused or neglected, and need *immediate* support the following contacts are used:

Emergency

- Sheffield Safeguarding Hub: 0114 2734855
- Police department: 0114 2964047 (8am-10pm)

Advice & Information

- Background check for historical information (parental consent required):0114 2734925
- Early Help Assessment & MAST: 0114 2506865

These teams take responsibility for:

- Providing advice and guidance in response to contacts/referrals from other professionals
- Identifying whether a child and family can be supported through existing local services, enhanced supportive work through MAST or its Partners, or a more detailed assessment is required
- Identifying any immediate Child Protection Concerns that may require a social work assessment
- Responding to requests for service summaries (Initial or Core Assessments) from Social Care for a child or family as part of a jointly worked plan or exit strategy from Social Care services

VULNERABLE PUPILS

Dobcroft Junior School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. It is also recognised that some children abuse others. This requires a considered, sensitive approach in order that both the child perpetrator and the child victim can receive appropriate help and support.

- This school will endeavour to support pupils through:
 - The curriculum to encourage self-esteem and motivation
 - The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
 - The implementation of school behaviour management policies
 - A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported from within the school setting.
 - Regular liaison with other professionals and agencies that support the pupils and their families
 - A commitment to develop a productive, supportive and knowledgeable staff group, trained to respond appropriately in child protection situations
 - Where necessary pastoral support that is child centred and family focussed.

PEER ON PEER ABUSE

Peer abuse will not be tolerated at Dobcroft Junior School. Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults and sexting
- Child exploitation

This abuse can:

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

additional or complex needs e.g.: Significant disruption in their own lives; exposure to domestic abuse or witnessing or suffering abuse; educational under-achievement; involved in crime. Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical.

We minimise the risk of peer on peer abuse at Dobcroft Junior School because we:

- Have an ethos where students & staff treat each other with respect and understand how their actions affect others
- Openly discuss any issues that could motivate bullying with staff and students
- Make it easy for pupils to report all forms of bullying so that they are assured that they will be listened to and incidents acted upon
- Address issues early between pupils which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students & parents to ensure they know what to do to prevent & report concerns
- Create an inclusive, safe environment where pupils can openly discuss issues without fear
- Invest in skills and training to help staff understand the needs of SEND, disabled, lesbian, gay, bisexual and transgender pupils and those questioning their sexual orientation.
- Work with the wider community & agencies to tackle issues that occur outside the setting.

Recognising peer abuse:

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.

Dealing with allegations of peer abuse

Our approach when dealing with any peer on peer abuse would be dealt with in line with our anti-bullying and behaviour policy.

- Staff will listen to both sides of an argument involving peer on peer abuse
- We will listen to the views of other children and adults who have witnessed the alleged abuse
- Parents of both the victim and perpetrator will be made aware of the alleged abuse and will be asked to support the school in any sanctions imposed
- Disciplinary processes are applied fairly, consistently and reasonably and take account of special educational needs, disabilities and vulnerability of students
- The school will put in measures to support both the victim and the perpetrator. E.g. access and support from the Pastoral Co-ordinator.
- Multi Agency Services will be used to support both the victim and perpetrator where necessary

- The incident will be regularly evaluated and updated to ensure that the support is sufficient and that the victim is kept safe.

SAFEGUARDING & THE CURRICULUM

Children are made aware of safeguarding issues and ways to make themselves safe via assemblies and in various curriculum areas.

Year 3	Year 4	Year 5	Year 6	Whole school
Fire safety Stranger danger Online safeguarding Anti-bullying	Stranger danger Online safeguarding Anti-bullying	Stranger danger Online safeguarding Anti-bullying Bikeability	Crucial Crew Stranger danger Online safeguarding Anti-bullying	Newsletters home regularly remind parents to park and drive safely near the school Road safety is discussed in assemblies and through a variety of Travel Plan initiatives

- Sun safety and Stranger Danger are annual assembly topics and are referred to in newsletters home or if they are particularly relevant following an incident.
- Children are constantly reminded about who they can turn to and tell if they don't feel safe.
- Drugs including alcohol and smoking, domestic abuse and mental health of adults and children are delivered through the Sex and Relationships topic in Y6 along with Crucial Crew.
- Anti-bullying messages are delivered regularly through assemblies, whole school focus week, Circle Times, P4C topics, SEAL and PHSE as well as on an individual, group or class level if bullying arises.
- E-safety is referred to regularly in Computing lessons as well as visual reminders by computers and newsletters home. Y6 talk about E-safety at Crucial Crew. Again, any cyber bullying by individuals and groups is tackled if issues arise.
- Sex Education (see Policy)
- Co-operative games, discussions, circle games, P4C may also at times be used to enhance self-esteem and to improve peer group relationships.
- Health and Safety awareness is raised at every opportunity as it arises e.g rough play; tidy cloakrooms; school rules such as not throwing etc.
- Sexting- see guidance on UKCCIS 2016
-

INDUCTION & TRAINING

Whole school training on safeguarding will be organised on at least a three yearly basis. (The last one was January 2019). All staff are expected to attend.

Annual Update

The whole staff receive an annual update in September at the INSET Day to serve as a refresher. This will include any updates to the policy, staff changes and reminders of processes.

New Staff, Volunteers & Governors

New staff arriving mid-year, new governors, trainee teachers and regular visitors to the school receive training as part of the induction process.

Induction from DSL- Governors, teaching staff and support staff

Induction from DDSL (DHT)- students, volunteers, supply staff if appropriate

Induction will include:

- Being appraised of the safeguarding policy
- Use of CPOMs and reporting arrangements

Training for Staff (teaching and non-teaching)

New staff will be required to attend relevant local authority or safeguarding board training.

Weekly briefings are used to inform staff of any safeguarding updates and safeguarding is a standing agenda item.

Inclusion Team training

The DSL and the DDSL will attend the LAs dedicated induction course, the Advanced Safeguarding Children training and then refresher training annually

This training is not exclusive and staff will attend other relevant training as appropriate.

All training is checked against criteria set out in the 'Safeguarding Annual Report' to Governors. The inclusion team are required to have Working Together: Promoting well-being and keeping children safe training.

Governor Training

Governors will be encouraged to attend further training through the governor's support package. Chairs of Governors and the Safeguarding Governor are required to have Governor Safeguarding Training as well as Safer Recruitment Training.

At Dobcroft Junior School, the Deputy Head oversees the training record and follows the training pathway provided by the Sheffield Safeguarding Children Board.

RECRUITMENT

Dobcroft Junior School is committed to the process of creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity and qualification checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Services checks –(DBS)], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE guidance 'Keeping children safe in education'. We also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare 'Disqualification under the Childcare Act 2006', which also contains information about 'disqualification by association'.

Relevant members of staff and governors who are involved in recruitment will undertake the safer recruitment training in line with staffing regulations.

VOLUNTEERS

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Records Checks. There is

no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on an ongoing day to day basis by a person who is in a regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same code of conduct as paid employees of the school.

Voluntary sector groups that operate within this school or provide off –site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Sheffield Safeguarding Board. Premises lettings are subject to acceptance of this requirement.

STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Policy. Whilst it would be undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil, for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE and LA guidance.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. For example during a 1:1 learning session the door should remain open. School staff should also be alert to the possible risks that might arise from social contact with pupils outside the school. **Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher.**

Staff will adhere to the Staff Acceptable Use Policy within the School E-Safety Policy.

Staff must be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or the Deputy Headteacher in their role as DSLs. It should be shared with the Chair of Governors if it relates to the Headteacher.

COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF

All complaints will be brought immediately to the attention of the Headteacher or the Deputy DSL if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Headteacher is the subject of the allegation or concern, they will be reported to the Chair of Governors, in order that they may activate the appropriate procedures. These procedures are

used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a 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 if they work regularly or closely with children.

All allegations should be dealt with by the Headteacher or the Chair of Governors. These should be responded to quickly, fairly and consistently, protecting the child/young person, whilst supporting the person subject to the allegation. The Headteacher or Chair of Governors should inform the Local Authority Designated Officer (LADO) who will investigate to consider if they meet the criteria. A referral form can be requested from Safeguarding Children and Independent reviewing Service- 0114 2734934

(see Allegations of abuse against staff in educational settings – www.safeguardingsheffieldchildren.org.uk)

DEALING WITH DISCLOSURES OF ABUSE

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- never promise not to tell anyone – reassure the child that you have a duty to make sure they are not in danger or in trouble
- stay calm and be available to listen
- listen with the utmost care to what the child is saying
- clarify without pressurising
- don't put words into the child's mouth or introduce new concepts but note the main points carefully
- use open questions that cannot be answered yes or no eg words such as **Tell, Explain, Describe**
- reassure the child and let them know they were right to inform us
- inform the child that this information will now have to be passed on
- immediately inform the DSL or, when absent the DDSL, who will inform the most appropriate agency, e.g. Social Services, NSPCC the Police
- you will be asked to record your concern/evidence (See below)
- all verbal conversations need to be recorded in writing immediately.

N.B. A member of staff does not conduct an investigation: it is a listening role, which gathers evidence to pass on if there is a concern.

WHISTLEBLOWING

Whistleblowing is when someone raises concerns, usually relating to misconduct or malpractice that has happened in the past, is happening now or they fear may happen in the future either within the organisation they work for or externally. The Public Interest Disclosure Act 1998 protects workers from any detriment from their employer (e.g. bullying or termination of contract) if they disclose information that they reasonably believe is made in the public interest and relates to:

- A criminal offence
- A failure to comply with a legal obligation
- A miscarriage of justice
- Health and safety

- Environment damage
- Information concerning the above has been or is likely to be deliberately concealed.

All organisations should have a clear whistleblowing procedure that is referenced in training and their behaviour policy. Furthermore there should be an organisational culture that:

- Encourages a safe environment that welcomes the raising of concerns, the resolution of conflict and the building of trust
- Understands the benefit of addressing issues
- Supports staff to reflect about their practice
- Responds to concerns quickly, proportionately, fairly and without reprisal
- Values regular staff learning and training

If you are concerned about your (or any other) organisations practice about safeguarding children or vulnerable adults:

- Raise your concern internally, e.g. with your line manager
- If you feel unable to do this (e.g. your concern relates to them), raise your concern with one of the specified people in your organisation's whistleblowing policy
- If you have raised your concern but feel that the matter has not been dealt with appropriately, our whistleblowing policy should tell you how to escalate that concern
- If you are worried about how to raise a concern, seek independent advice e.g. through your trade union, professional body or the independent whistleblowing advice lines (see below).

In some circumstances your identity can be kept confidential, but this is not always appropriate and may limit an investigation. Anonymous allegations must be taken seriously, but information about a child or vulnerable adult being at risk must be passed to Social Care to be investigated and any anonymity may be lost.

RECORD KEEPING

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These are initially filled in on a Child of Concern sheet.

All records should:

- Be factual, clear, concise, relevant, non-judgemental, (no assumptions), complete, accurate and objective e.g. what child said/ did, contemporaneous (taken as soon as possible), explain professional opinions.
- Include full names of all involved, dates, times
- Include your full names, role/relationship to student
- Be securely stored
- Signed

Child of Concern Folders

Child of Concern sheets (See appendix A) are kept in year folders in the Deputy Head's Room so that a child can be monitored. These are usually minor concerns about a child's welfare such as the illness or death of a close relative, unusual behaviour or signs of possible neglect.

Safeguarding File

When a more serious safeguarding concern is identified, a safeguarding file should be set up for each student by the DSL or DDSL. This will contain any Child of Concern Sheets and in addition, Child Protection- Cause for Concern sheets may be completed. (See appendix B). The Headteacher or DSL

will decide upon the most appropriate course of action to be taken and who to inform, including outside agencies and the police.

The file should be in date order & have a:

- Front sheet with basic details of the student
- Chronology of the contents
- Record of all discussions and meetings relating to the student
- Copy of any other documents e.g. reports, assessments, minutes of conferences, core groups etc
- Letter of confirmation if a student is made or is no longer, subject to a Child Protection Plan

Each file record should include:

- Date and time of; rewriting the record
- when you obtained the information
- the alleged incident and/or when your concern began
- Details of your concerns, what gave rise to them, and any discussions about this
- All action you have taken
- The extent and nature of any involvement by other professionals, and their full details

Storage:

- All individual hardcopy safeguarding files should be stored in a locked cabinet
- Access to child protection information is only via the Inclusion Team:Head Teacher, (Designated Safeguarding Lead) or Deputy head teacher (Deputy designated safeguarding lead), SENCo (Jeanette Glenday- UPS3)and pastoral family liaison lead (Kate Rembges- completed 2 day advanced training).
- Early intervention information must be securely archived until 25 yrs after last action
- Child protection information must be securely archived until the person reaches 85 yrs

CPOMs- storage is now electronic using CPOMs (child protection online management system). Files are transferred electronically to schools using the same system. If schools do not use the same system then paper copies are sent via secure method (track and send or personally handed over). We no longer retain information once we know it has been received and have written confirmation of such.

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the children.

Children must NOT be told that any disclosures will be kept secret because information may need to be reported to Social Services or the police, however, **the adult dealing with a concern should not discuss the matter with anyone other than the DSLs.** The DSLs will decide who needs to know and be involved in further investigations.

Children should know that someone else may need to be told in case further action needs to be taken, to keep them safe.

WORKING IN PARTNERSHIP WITH PARENTS

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible the aims of our school

- We will use clear statements in our brochures and correspondence.

- We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.
- This policy will be on the school's website.
- The Sheffield Safeguarding Children Board policies will also be signposted from the school website.

THE ROLE OF THE GOVERNING BODY

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times.

The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' March 2015 and that the schools safeguarding arrangements take into account the procedures and practice of the LA/Sheffield Safeguarding Children Board.

The Governing Body will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the Headteacher.

The Governing Body has nominated **Sue Prestwood as the link governor** for safeguarding. You can contact him by emailing:

safeguarding@dobcroft-jun.sheffield.sch.uk

Concerns about and allegation of abuse made against the headteacher will be referred to the Chair of Governors, Richard Copeland, Richard.Copeland@aetuk.com, who will liaise with the LADO and partner agencies and will attend any strategy meetings called in respect of such an allegation.

As good practice, Safeguarding will be a standing agenda item at all staff meetings and the Headteacher will provide reports at each Governing Body meeting, outlining details of safeguarding issues that have arisen during the term and the outcomes. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as good practice, the nominated governor will meet on a regular basis with the Designated Safeguarding Lead to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

MONITORING

- The policy will be updated annually
- The safeguarding agenda will be activity promoted on the school website, newsletters and through ongoing varied work with the children during the school day
- The DSL will provide termly anonymised information to Governors about safeguarding in the Headteacher's report. In addition Governors will be notified of any policy amendments. A safeguarding report is collated termly for governors by the head teacher.
- The school's SLT will monitor incidents that fall within the scope of this policy by regularly tabling it as a meeting agenda item and through ongoing communication between the designated and deputy designated safeguarding leads.

- Cases will be followed up and if necessary closed as a result of ongoing, rigorous and meticulous record keeping and communication with outside agencies and between the designated and deputy safeguarding leads
- Annual questionnaires about behaviour and safety are completed by pupils and there is a question about safety on the annual parent questionnaire too.
- We familiarise ourselves with the latest Ofsted guidance and ensure that we have procedures in place to meet the monitoring guidance contained therein.

COMPLAINTS

All complaints arising from the operation of this policy will be considered under the school's complaint procedure, with reference to the LA/Sheffield Safeguarding Children Board services if necessary.

OTHER RELATED POLICIES

This policy needs to be considered alongside the following school-based policies found on - staff share/ School Development/ policies:

• Anti-bullying policy	• Confidentiality Policy
• Restraint Policy(positive Handling)	• Photo Images Policy
• Intimate Care Policy	• Voluntary Helpers Policy
• E-safety Policy	• Administering Medicines Policy
• Behaviour Policy	• Looked After Children Policy
• Recruitment and Selection Policy	• Information Sharing Policy
• School's Code of Conduct	• Keeping Children Safe in Education
• Children Missing in Education: Start Guidance for LAs Sept 2016	• Whistleblowing

JC May 09

Policy reviewed February 2013

Policy reviewed February 2014

Policy reviewed February 2015

Policy reviewed November 2016

Policy reviewed March 2017

Policy reviewed March 2018

Reviewed March 2019

