



## Becton School Safeguarding Appendix

THIS DOCUMENT IS AN APPENDIX TO THE  
MAIN OVERARCHING POLICY HELD BY  
NEXUS MULTI ACADEMY TRUST

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An academy within:





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**Policy Consultation & Review**

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education (2022)', DfE. This policy aligns with the Nexus MAT overarching safeguarding statement

This policy will be reviewed in full by the Transition Board (or equivalent) on an annual basis unless legislation changes, in which case it will be reviewed more frequently.



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## **1. Purpose & Aims**

1.1 The purpose of Becton School's safeguarding policy is to ensure every child and young adult who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young adults at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young adults at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young adults at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will also include identifying children who may benefit from early help. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, Transition Board/Academy Council, volunteers and visitors.

## **2. Our Ethos**

2.1 All pupils' welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Pupils at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with pupils and their families has a role to play in safeguarding them. We recognise that all staff at our school plays a particularly important role as they are in a position to identify concerns early and provide help for pupils to prevent



concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a pupil and how to record and report this information. We will not make promises to any pupil and we will not keep secrets. Every pupil will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for pupils to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our pupils to develop essential life skills. At Becton School we use our PSHE curriculums to provide opportunities for all children and young adults to develop knowledge, skills and understanding on how to keep themselves safe from harm. Pupils are educated at a level that is appropriate to their age, stage and level of ability. They are encouraged to develop appropriate safeguarding vocabulary. The content of curriculum includes a broad range of safeguarding topics such as Bullying, CSE, CCE, Stranger Danger, Safe touching and E-Safety.

2.5 At all times we will work in and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (July 2018)

2.6 To promote Becton School's commitment to keeping children safe, and to work in the best interest of the child, we have signed up to implement the principles and aims of the Encompass Model. Operation Encompass is a unique early intervention safeguarding partnership enabling support for children and young people who may have experienced or are affected by Domestic Abuse.

The Domestic Abuse Act 2022 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- psychological, emotional or other abuse

'Personally connected' includes people who:



- Are, or have been, or have agreed to be married to each other
- Are, or have been or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include;

- intimate partner violence;
- abuse by family members;
- teenage relationship abuse and; • child/adolescent to parent abuse.

As a school we are supporting an initiative called 'Operation Encompass' a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children's Partnership.

Operation Encompass has been designed to support for any child in school who may be affected by a domestic abuse incident where the police have attended.

A key safeguarding member of staff in school will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable school to monitor children possibly affected and, where required, support if necessary. This will remain confidential; no information about specific incidents is shared with school. The school will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe Operation Encompass will enhance the safeguarding within school. Domestic abuse guidance points out that exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children

Our Key Adults are: Sarah Robinson (DSL)

Gary Smith (DDSL)

James Gibson (Executive Head Teacher)

Further information on Domestic Abuse and the impact on children are contained within Annex A of 'Keeping Children Safe in Education 2022' and also in The Sheffield Safeguarding Children's Board (SCCB) protection online procedures:

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



The National Domestic Violence Helpline can be called free of charge and in confidence, 24 hours a day on 0808 20000247

### 3. Categories of Abuse

For children under 18 abuse falls into 4 categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

- 3.1 **Physical Abuse** - 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.
- 3.2 **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. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- 3.3 **Emotional Abuse** - Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may also involve overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another; it may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- 3.4 **Neglect** - may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
  - Protect a child from physical and emotional harm or danger
  - Ensure adequate supervision (including the use of inadequate care-givers)
  - Ensure access to appropriate medical care or treatment
  - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs



**3.5 For those pupils at Becton School who are aged 18 and above the categories of abuse are of a much broader content and additionally include;**

**3.6 Psychological** – this abuse includes the use of verbal and physical threats, fears of bribes to;

- Negate an adult in individual's choices and independent wishes
- Cause isolation or over-independence
- Prevent an individual from using services which would otherwise aid and extend them.
- 

Psychological abuse includes intimidation, humiliation, shouting, swearing, emotional blackmail, bullying and the denial of basic human and civil rights (including choice and opinion, privacy and dignity and allowing people to follow their own spiritual or cultural beliefs or choice about their own sexuality).

**3.7 Financial**

- This involves an individual's resources being inappropriately used to the advantage of another person. It includes the withholding of money or inappropriate or unsanctioned use of a person's money or property, usually to the disadvantage of the adult to whom it belongs

**3.8 Neglect or Acts of Omission**

- Neglect or Acts of Omission relates to ignoring or withholding physical or medical care needs, including the deprivation of help to perform activities of daily living and failure to intervene in behaviour, which is dangerous to the individual concerned or to others. This can also involve allowing a person judged to lack capacity under the Mental Capacity Act to make decisions to take unwarranted and unreasonable risks. When a manager, or other care provider in a position of responsibility, does not ensure that appropriate care, environment or services are provided to maintain the health and safety of vulnerable people in their care then they may be open to a charge of 'wilful neglect'.
- Neglect may be regarded not only as the commission or omission of an act but also the threat of risk of such.
- Neglect may also occur as a result of unintentional actions by involved professionals or carers in not responding adequately to the needs of the vulnerable person. This can occur where the person responsible lacks the physical, financial and/or mental resources to provide sufficient care or lacks knowledge about their dependant's illness or disability and have not received guidance or support on how to care.

**3.9 Discriminatory**

- A violation of human and civil rights by another person or persons. This is abuse which is racist or sexist in nature or about a person's disability or sexuality. Discrimination includes any form of harassment or bullying. There is some cross-over with other forms of abuse





### 3.10 **Organisational**

- When the lifestyles of individuals are sacrificed in favour of the rituals, routines and/or restrictive practices of the home or care setting. Care may not be individualised, rules may be used inappropriately and there may be a lack of stimulation

### 3.11 **Self-Neglect**

- A wide range of behaviour such as neglecting to care for personal hygiene, health or surroundings. This could include hoarding, failing to complete personal care or attend to own health needs.

### 3.12 **Domestic Abuse**

- Incident or patterns of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality. This could include psychological, physical, sexual, financial, emotional, 'honour based' violence, female genital mutilation or forced marriage.

### 3.13 **Modern Slavery**

- Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment. Including human trafficking, forced labour, domestic servitude and sexual exploitation.

## **Specific Safeguarding Issues are:**

### **Mental Health / Links to Safeguarding and Child Protection**

All staff are aware that mental health problems can, in some cases be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not trained to diagnose mental health conditions but may notice behaviours that may be of a concern which would prevent the mental and physical health or development. When this occurs, staff are aware to take immediate action and raise their concerns with the designated or deputy safeguarding lead using CPOMS and reporting verbally. For pupils who are 'under' CAMHS we keep in close contact with the Case holder and have regular reviews.

### **Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE)**

CSE 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. CSE does not always involve physical contact; it can occur through the use of technology.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

Indicators of child sexual exploitation may include; -

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation; gang association and / or isolation from peers /social networks;
- exclusion or unexplained absences from school, college or work;
- leaving home / care without explanation and persistently going missing or returning late;
- excessive receipt of texts / phone calls;
- returning home under the influence of drugs / alcohol;
- inappropriate sexualised behaviour for age / sexually transmitted infections; evidence of / suspicions of physical or sexual assault; pregnancy
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or social media;
- increasing secretiveness around behaviours;
- self-harm or significant changes in well-being

Although the following vulnerabilities increase the risk of sexual exploitation, it must be remembered that not all with these indicators will be exploited. Child sexual exploitation can occur **without** any of these issues; -

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable environment, now or in the past (domestic abuse or parental substance Misuse, mental health issues, or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of safe environment to explore sexuality;
- Economic vulnerability
- Homelessness or insecure accommodation status;
- Connections with children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories;



- Sexual identity

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

### **Criminal child exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people

Children who are trafficked, exploited or coerced into committing crimes are victims in need of **safeguarding** and support. Though perceptions are altering these young people are still often criminalised and perceived as having 'made a choice' to take part in illegal activity.

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

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- 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 do not take part in education
- Vehicle Crime
- Violence Against Others

Further information can be found on KCSIE (2022)

### **Child on Child Abuse**

All staff should be aware that children can abuse other children (often referred to as Child on Child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As



such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. At Becton School we have zero tolerance in regards to Child on Child abuse

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff in school are clear about the action to take where concerns about child on child abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe.

Staff have been made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

#### A Preventative Approach

In order to prevent Child on Child abuse and address the wider social factors that can influence behaviour, the school will educate pupils about abuse. Its forms and the importance of discussing any concerns and respecting others through the curriculum, and PSHE lessons.



The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle such issues as the following:-

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

In cases of 'Upskirting' we recognise that it is an offence under the Voyeurism Offences Act 2019 to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing or enabling another person to observe in the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose e.g. obtaining sexual gratification or to humiliate, distress or alarm a victim.

Upskirting will not be tolerated by the school and any incidents must be reported to the DSL who will then decide on an appropriate course of action

More information on Child on Child abuse is contained on the SSCB website

### **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. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

School is aware of the common risk factors for FGM which include;

- Low level of integration into UK society.
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Talk about a special procedure to become a woman.

Symptoms of FGM;

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.



Indications that FGM may have already taken place include;-

- Difficulty walking, sitting or standing and may even look uncomfortable;
- Spending longer than normal in the bathroom or toilet due to difficulties in urinating;
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems; frequent urinary, menstrual or stomach cramps;
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes e.g. withdrawal or depression on the girl's return;
- Reluctance to undergo normal medical examinations;
- Confiding in a professional without being explicit about a problem due to embarrassment or fear;
- Talking about pain or discomfort between her legs.
- 

The school has due regard to the **mandatory reporting duty**, which came into force in October 2015, of the FGM Act 2003, which places a **statutory duty** on staff to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years. Staff in this school will be vigilant and will report promptly any FGM or other HBV concerns to the Designated Safeguarding Lead. It is the ultimate responsibility of the member of staff who discovers FGM to report this to the proper authorities. Designated Safeguarding Lead within school will support staff whilst doing this.

FGM is addressed as part of the procedures around '**Honour Based Abuse**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing". All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2022) and the SSCB

[https://sheffieldscb.proceduresonline.com/p\\_female\\_gen.html/HM](https://sheffieldscb.proceduresonline.com/p_female_gen.html/HM) Government (2021)'Multi-agency practice guidelines: handling cases of Female Genital Mutilation'

## **Serious Violence**

All staff, through training, will be made aware of the indicators which may signal that a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions



The most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime are; a history of committing offences, substance abuse, anti-social behaviour, truancy and peers involved in crime and/or anti-social behaviour. If any staff member suspects that a child maybe vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

More information on the criminal exploitation of children and serious crime can be found in Annex A of Keeping Children Safe in Education (2022) and also on the SCCB:

[https://sheffieldscb.proceduresonline.com/p\\_gang\\_activity.html](https://sheffieldscb.proceduresonline.com/p_gang_activity.html)

### **Forced Marriage**

Forced marriage is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEN. Forced marriage is a crime in the UK and a form of HBA.

Staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Becoming anxious, depressed and emotionally withdrawn with low self esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will inform the DSL and local procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. Further information can be found at;- HM Government (2022) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'

### **Preventing Radicalisation and Extremism (Prevent Duty)**

As part of the Counter Terrorism and Security Act 2015, and HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism' we have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist view or show signs of becoming radicalised, they should discuss this with the Safeguarding Leads in school.





We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be need of help or protection. Staff should use their own judgement in identifying children who might be at risk of radicalisation and action proportionately which may include the safeguarding lead or deputy making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

Becton School have adopted the Sheffield Local Authorities procedures for protecting and reporting any concerns about pupils at risk of radicalisation.

Staff have carried out an online Educare course around recognising and helping prevent radicalisation and are aware of how to report concerns to the relevant staff in school. I.e. DSL/DSD.

The Safeguarding team are aware of how to report these concerns to relevant agencies:

Prevent' Single Point of Contact: Liz Coates, via Tel: 0114 2734855

Anyone can report a concern in confidence to: Police Prevent Team: Tel: 0114 2523217 (8-4PM)

Out of hours: 101, or in an emergency 999 Email: [Prevent@southyorks.pnn.police.uk](mailto:Prevent@southyorks.pnn.police.uk)

More information on Prevent is contained in Annex A of Keeping Children Safe in Education (2022) and SCCB: <https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/extremism-radicalisation>

## **Online Safety**





The predominant issues associated with online safety are:

- Content – exposure to illegal, harmful or inappropriate material for example pornography, fake news, racist or radical and extremist views
- Contact – harmful online interaction with others; for example, commercial advertising as well as adults posing as children or young people
- Conduct – online behaviour that increases the likelihood, or causes, harm; for example, making, sending or receiving explicit images

The school recognises that today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. The school e-safety policy and day-to-day online procedures have due regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school' (June 2019) this helps teach our pupils how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach pupils about the underpinning knowledge and behaviours that can them to navigate the online world safely and confidently regardless of the device, platform or app.

Through training, all staff members will be made aware of:

Pupil attitudes and behaviours which may indicate they are at risk of potential harm online. The procedure to follow when they have a concern regarding a pupil's online activity. The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school's linked policies.

### **Reviewing online safety**

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

### **Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the Executive Headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Further information regarding the school's approach to online safety can be found in the E Safety Policy.



Information for parents and carers on online safety can be found on the SCCB  
<https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/online-safety>

## **Youth Produced Sexual Imagery (Sexting)**

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger.

The increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves and also sending or receiving sexually explicit text messages. This can expose them to risks, particularly if the imagery/text is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. The production and sharing of sexual images of under 18s is also illegal.

At our school, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a separate Online Safety Policy, a copy of which is available from the school website.

## **Contextual Safeguarding**

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy, will always consider the context of incidents – this is known as contextual safeguarding. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to the Sheffield Safeguarding Hub.

## **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move a (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims and their families if they attempt to leave the county lines network. See KCSIE (2022.) Other indicators may include:



- Going missing and subsequently being found in areas away from their home
- Having been the victim or perpetrator of serious violence, e.g. knife crime
- Moving drugs
- Handing over and collecting money for drugs
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or hotel room where there is drug activity.
- Owning a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing

Due to the widespread school community we endeavour to safeguard all pupils and families to risks within their local communities. This may take the form of writing to parents to advise them of local risks. The PHSE curriculum has flexibility to adapt the school curriculum in meeting local risks and staff have confidence in how to report concerns out of school hours.

### **Children Missing Education**

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Our school has procedures to follow for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

More information on children missing education is contained in both Part One and Annex A of Keeping Children Safe in Education (2022)

### **Child abduction and community safety incidents**

'Child Abduction' is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff are alerted to community safety incidents taking place that may raise concerns regarding child abduction. Pupils are provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

### **Looked After Children (LAC) and Previously Looked After (PLAC)**

Pupils most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.



The governing body will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil

Our school has a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. We have a separate LAC Policy, a copy of which is available from either the school office or the school website.

For pupils who stay at a home for 28 days or more, this may amount to Private Fostering. When the school becomes aware of a pupil being privately fostered we will notify the local authority as soon as possible to allow them to conduct any necessary checks.

#### **4. Early Help and Support for Children in Need:**

Early help means providing support as soon as a problem emerges, at any point in a child or young adult's life, from the foundation years through to the teenage years.

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; and/or
- Is showing early signs of abuse and/or neglect

Sheffield is committed to offering Early Help to children and families as problems begin to emerge. Early Help Assessment is important in order that a plan can be implemented to help children and families. Becton School will support those in need of this help so that we can gather your thoughts and concerns and work together to put in place a plan that will help you and your family. Your information will only be shared for the purpose of ensuring that relevant support is offered to you and your family, and to ensure that services are better coordinated and focused on your family's needs.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2019)

#### **Pupils with family members in prison**

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

#### **Pupils required to give evidence in court**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. A booklet 'Going



to Court' and Going to Court and being a witness' will be provided by HMCTS where appropriate and allowed to discuss questions and concerns.

Additional safeguarding issues Children with special educational needs (SEN), disabilities or certain health conditions can face additional safeguarding challenges. Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- That these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEN or certain medical conditions being disproportionately impacted by behaviours such as bullying without showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

Guidance on other safeguarding issues is contained in Annex A of 'Keeping Children Safe in Education (2022)



## 5. Roles and Responsibilities

Role	Name	Contact details
<b>Designated Safeguarding Lead</b>	<b>Sarah Robinson</b>	<b>0114 2582140</b> <a href="mailto:srobinson2@NexusMat.org">srobinson2@NexusMat.org</a>
<b>Deputy Safeguarding Lead</b>	<b>Mel Kilner</b>	<b>0114 3053121</b> <a href="mailto:mkilner@nexusmat.org">mkilner@nexusmat.org</a>
<b>Deputy Safeguarding Lead</b>	<b>Lucy Cutts</b>	<b>0114 3053121</b> <a href="mailto:lcutts@nexusmat.org">lcutts@nexusmat.org</a>
<b>Deputy Safeguarding Lead</b>	<b>Gary Smith</b>	<b>0114 3053121</b> <a href="mailto:gsmith@nexusmat.org">gsmith@nexusmat.org</a>
<b>Deputy Safeguarding Lead</b>	<b>Laura Armstrong</b>	<b>0114 3053121</b> <a href="mailto:larmsstrong@nexusmat.org">larmsstrong@nexusmat.org</a>
<b>Named Safeguarding Governor(s)</b>	<b>Peter Castleton</b>	<a href="mailto:pcastleton@nexusmat.org">pcastleton@nexusmat.org</a>
<b>Chair of Transition Board/Academy Council Governors</b>	<b>Joel Hardwick</b>	<a href="mailto:jhardwick@nexusmat.org">jhardwick@nexusmat.org</a>
<b>MAT Chief Executive Officer</b>	<b>Warren Carratt</b>	<b>07714897072</b> <a href="mailto:CEO@NexusMAT.org">CEO@NexusMAT.org</a>

## 6. The Transition Board/Academy Council

The Transition Board/Academy Council of Becton School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Transition Board/Academy Council takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Transition Board/Academy Council member who champions safeguarding within the school.

The Transition Board/Academy Council will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding



training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Transition Board/Academy Council Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with 'Keeping Children Safe in Education (2022)', Local Authority advice and the requirements of the Sheffield Safeguarding Children's Board (SSCB) policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2019);
- The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The school has due regard to the new **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate (deputy) and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One and Annex A of 'Keeping Children Safe in Education (2022)' and the staff code of conduct;
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings, zoom meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education (2022)' and also the SSCB Procedures.
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- The school has due regard to the mandatory requirement of reporting 'Private Fostering' arrangements to the local authority. 'Private Fostering' is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Keeping Children Safe in Education 2022.
- Ensure all relevant staff are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.

## 7. The Executive Headteacher





At Becton School the Executive Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in their absence to ensure there is always cover for the role;
- For ensuring the school is aware of and will follow the local safeguarding arrangements
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

## **8. The Designated Safeguarding Lead**

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Becton School. The key role of the Designated Safeguarding Lead is to:

- understand and keep up-to-date with local safeguarding arrangements
- act as the main point of contact with the three safeguarding partners
- manage referrals from school staff or any others from outside the school
- work with external agencies and professionals on matters of safety and safeguarding
- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the pupil's new school

The DSL and Deputy DSL will carry out their role in accordance with the responsibilities outlined in '*Keeping Children Safe in Education 2022*'. The DSL and the Deputy DSL will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSL and Deputy DSL will update their knowledge at regular intervals (at least annually) via e-bulletins, meeting other designated safeguarding leads etc.

The DSL and Deputy at Becton School will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi-agency meetings and contribute to the assessment of children, including Early Help assessments.

The DSL will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely.

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and





have been trained to the appropriate level recommended by Keeping Children Safe in Education 2022 and SSCB

The DSL at Becton School will represent our school at child protection conferences and core group meetings or ensure that an appropriately trained member of staff attends in their absence. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

## **9. Training & Induction**

9.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead is.

9.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. All staff will also be provided with a copy of Part One of 'Keeping Children Safe in Education (2022)' and will be expected to read this.

9.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with 'Keeping Children Safe in Education (2022)' and advice from the SSCB. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

9.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.

9.5 The DSL, the deputy DSL and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend a Designated Safeguarding Lead multi-agency training course organised by Sheffield SSCB once every two years. Sheffield safeguarding forums will be attended by designated safeguarding staff. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

9.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Transition Board/Academy Council members to support them in their safeguarding role is available from Governor Development Service.



9.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of 'Keeping Children Safe in Education (2022)' provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation, and Children Missing from Education and Preventing Radicalisation. In addition, local guidance can be accessed via the SSCB website, The DSL will also provide regular safeguarding updates for staff.

## **10. Procedures for Managing Concerns**

10.1 Becton School adheres to child protection procedures that have been agreed locally through the SSCB.

10.2 Every member of staff including volunteers working with children at our school is 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 interests of the child and have a responsibility to take action as outlined in this policy.

10.3 It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

10.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

10.5 If a child is in immediate danger or risk of harm, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

10.6 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this school (CPOMS)

10.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care – Sheffield Safeguarding Hub as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

10.8 All referrals will be made in line with SSCB procedures.

10.9 If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Executive Headteacher. Concerns should always lead to help for the child at some point.

10.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with the Sheffield Safeguarding Hub, or the police if: the situation is an emergency and the designated senior person, their



deputy and the Executive Headteacher are all unavailable; they are convinced that a direct report is the only way to ensure the pupil's safety.

10.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Executive Headteacher or the Chair of Transition Board/Academy Council. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the Safeguarding Hub directly with their concerns.

10.12 If staff members have concerns about another staff member then this should be referred to the Executive Headteacher. Where there are concerns about the Executive Headteacher this should be referred to the chair of the Transition Board/Academy Council, chair of the management committee or proprietor of an independent school as appropriate.

10.13 Safeguarding Over 18's. Reports of concerns will be made by DSL to adult social care.

## **11. Records & Information Sharing**

11.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (CPOMS). Any concerns should be passed to the DSL without delay.

11.2 Any information recorded will be kept in on CPOMS

11.3 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

11.4 The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children

## **12. Working with Parents and Carers**

12.1 Becton School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

12.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the Sheffield Safeguarding Hub.

12.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to



privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm.

12.4 We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Sheffield Safeguarding Hub in those circumstances where it is appropriate to do so.

12.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- \* Full names and contact details of all adults with whom the child normally lives;
- \* Full names and contact details of all persons with parental responsibility (if different from above);
- \* Emergency contact details (if different from above);
- \* Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

### **13. Child Protection Conferences**

13.1 Social Care will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

13.2 Staff members attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

13.3 All reports for child protection conferences will be prepared in advance using the guidance and template provided. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

13.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's



Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## **14. Safer Recruitment**

14.1 We will ensure that the Headteacher and at least one member of the Transition Board/Academy Council have completed appropriate safer recruitment training. At all times the Executive Headteacher and Transition Board/Academy Council will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education (2022)', DfE.

14.2 At Becton School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

14.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members on the following:

- \* An identity check
- \* A barred list check
- \* An enhanced DBS check/certificate
- \* A prohibition from teaching check
- \* A section 128 check (for management positions in independent schools (including free schools and academies))
- \* A check of professional qualifications
- \* A check to establish the person's right to work in the UK
- \* Further checks on people who have lived or worked outside the UK

## **15. Safer Working Practice**

15.1 All adults who come into contact with our children and young adults have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our pupils are competent, confident and safe to do so.

15.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form



of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that has accessed training will be kept by the Executive Headteacher.

15.3 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the guidance document 'Safer working practices for adults who work with children and young people' (Safer Recruitment Consortium, October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

## **16. Low Level Concerns about Staff Behaviour**

16.1 At Becton School we recognise the possibility that adults working in school may harm children, including governors, volunteers, supply teachers and agency staff.

Any concerns about the Executive Headteacher should go to the Chair of the Transition Board/Academy Council who can be contacted through e-mail or telephone.

16.2 Concerns may come from various sources, for example:

- a suspicion;
- complaint;
- disclosure made by a child, parent or other adult within or outside of the organisation;
- as a result of vetting check undertaken.

16.3 The Executive Headteacher has to decide whether the concern is an allegation of low-level concern. The term 'low level' does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for a referral to the Local Authority Designated Officer (LADO)

16.4 Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- Being over friendly with pupils;
- Having favourites
- Taking photographs of children on their mobile phone;
- Engaging with a pupil on a one to one basis in a secluded area or behind a closed door or;
- Using inappropriate sexualised intimidating or offensive language

16.5 Our school Code of Conduct is clear about what low-level concerns are and why it is important that such concerns are shared.

16.6 If the concern has been raised via a third party, the Executive Headteacher should collect as much evidence as possible by speaking:



- Directly to the person who raised the concern, unless it has been raised anonymously;
- To the individual involved and any witnesses.

16.7 Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

16.8 Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

16.9 Low level concerns should be recorded in writing, including:

- Name\* of individual sharing their concerns
- Details of concern
- Context in which the concern arose
- Action taken

(\*if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

16.10 Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Information within school is kept on 'Staff Safe' and are reviewed by the Executive and Headteacher so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. When records are reviewed it may be identified that there are wider cultural issues within the school that enable the behaviour to occur. This might mean that our policies or processes need revising or extra training delivered to minimise the risk of it happening again.

16.11 If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to LADO

## **17. Managing Allegations Against Staff & Volunteers**

17.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.





17.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

17.3 It is an allegation if the person\* has:

- Behaved in a way that has harmed a child, or may have harmed a child and /or;
- Possibly committed a criminal offence against or related to a child and /or;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, this also includes behaviour outside the school (\*person could be anyone working in school or college that provides education for pupils under 18 years, including supply teachers, volunteers and contractors).

17.4 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined by the SSCB: and the statutory guidance 'Keeping Children Safe in Education (2022)' are adhered to and will seek appropriate advice from Sheffield Safeguarding Hub.

17.5 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Executive Headteacher immediately. Should an allegation be made against the Executive Headteacher, this will be reported to the Chair of Governors. In the event that the Headteacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

17.6 Before contacting the LADO, Schools and Colleges should conduct basic enquiries in line with local procedure to establish the facts and help determine whether there is any foundation for the allegation, being careful not to jeopardise any future police investigations.

17.7 The Executive Headteacher or Chair of Transition Board/Academy Council will seek advice from Sheffield Safeguarding Hub within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from social care.

17.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Transition Board/Academy Council Transition Board/Academy Council should contact Sheffield Safeguarding Hub.

17.9 The LADO'S role is not to investigate the allegation but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, school or college, or a combination of these.

17.10 The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances





arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

## **18. Relevant Policies**

18.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

Staff Code of Conduct

Equality

Behaviour Policy

Behaviour Principles

Whistle-blowing

Online safety

Health and Safety

Supporting People with Medical Needs

Data Protection

## **19. Statutory Framework**

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children' DfE (2019)
- 'Keeping Children Safe in Education (2022)' DfE
- Guidance for Safer Working Practices for Adults who work with Children and Young People (October 2015)
- DfE (2015) 'The Prevent Duty'

It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.