



Safeguarding & Child Protection Policy

Ratification Date: -

December 2022

Review Date: -

December 2023

Updated Mar 2023 to include Annex A – Low Level Concerns

Key personnel within the school who have lead responsibilities relating to Safeguarding policy and procedure and are part of the Safeguarding Team:

Role	Staff Member	Responsibility
Co Headteacher (interim)	Aileen Hosty	Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.
Co Headteacher (interim)	Laura Rzepinski	Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.
Designated Safeguarding Lead	Cathy Varley	Senior member of staff responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority and other agencies
Designated Safeguarding Deputy	Louise Usher	To support the Designated Safeguarding Lead
Designated Safeguarding Deputy	Helen Tate	To support the Designated Safeguarding Lead
Designated Safeguarding Deputy	Alex Walker	To support the Designated Safeguarding Lead
Attendance officer and Designated Safeguarding Deputy	Brittany Milnes	
Online safety lead	Cathy Varley	Develops and maintains an online safety culture within the school.
Designated Teacher for LAC	Adrian Symonds	Promotes the educational achievement of children who are ‘looked after’.
Designated Teacher for LAC	Elena Drayson	Promotes the educational achievement of children who are ‘looked after’.
Chair of Governors	Laura Gillespie	Reviews the safeguarding policies and procedures and remedies any deficiencies or weakness in regard to child protection arrangements
Safeguarding Governor	Natalie Brownell	Reviews the safeguarding policies and procedures and remedies any deficiencies or weakness in regard to child protection arrangements

This policy statement was revised in December 2022
 and will be reviewed during the Autumn term of each year
 by the Senior Management Team of the school,
 in consultation with staff, and the Governing Body.

Safeguarding and Child Protection

Safeguarding at Bents Green School includes all aspects of promoting safe, happy and healthy lifestyles for all of our students and their families. This policy is used on all sites within the school. This is done through the provision of an appropriate personalised curriculum, safe, nurturing environment and the investment into building positive relationships. Some students and families need additional support to enable this and will need further personalised input from tutor teams and / or the safeguarding and Intervention team within school, in liaison with other professionals as needed.

We recognise that young people with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Through training and regular safeguarding briefings staff are made aware that behaviour, mood and injury may relate to possible abuse and not just the young person's SEN or disability. Staff at Bents Green School have a thorough understanding and awareness that young people with SEN have a higher risk of peer group isolation and they work closely with parents/carers and other early help agencies to attempt to create appropriate social opportunities. Some students at Bents Green School have significant communication difficulties, strategies including visual resources are put in place to help pupils communicate their wishes, feelings and views.

Safeguarding procedures are in place to ensure that all concerns about students' welfare are effectively considered by the school's safeguarding team, and appropriate action taken to ensure students and their families are supported to the best of our ability, through effective collaborative working between home, school and other agencies.

Where a student is considered to be at significant risk of harm this becomes a **Child Protection** issue (still part of safeguarding). In the event of a Child Protection issue, our safeguarding procedures will be initiated (in line with safeguarding Sheffield children policies) and may involve other agencies, if appropriate to ensure our students are safe from harm.

Our Safeguarding policy includes awareness of and adherence to the Prevent Duty. The Designated Safeguarding Lead and Deputies have attended the compulsory WRAP training. All staff in school have been made aware of the [Prevent Duty](#) and receive training updates throughout the academic year.

Our Safeguarding policy incorporates training and advice relating to the following areas as found on the Safeguarding Sheffield Children's partnership Website: Mental health, Domestic Abuse and Forced Marriages, Drug and alcohol misuse, child criminal and sexual exploitation, Sexualised behaviour, abuse and exploitation, Disability and health issues, Online Safeguarding, Community and peer issues, Parenting and carer issues.

Bents Green School adopts the Sheffield Safeguarding Children's Board Policies which can be found on the [school website](#) and on the ['Safeguarding Sheffield Children's' website](#).

Rationale and aims

Safeguarding in Education is Everybody's Business

The school policy aims:

- To establish a safe environment in which students can learn and develop.
- To establish clear parameters within which all adults working in the school are expected to operate, when dealing with safeguarding and child protection issues.
- To ensure that we practice safe recruitment by checking the suitability of prospective staff and volunteers to work with our students
- To support individuals in making sound judgements and taking appropriate actions, which are legal, consistent with the aims and values of the school and **in the best interests of each young person.**
- To raise awareness of child protection issues and provide support and protection to students, adult workers, and the school as an organisation.
- To ensure that young people are equipped with the skills and knowledge needed to keep themselves safe and healthy.
- To promote an ethos where students feel safe to talk, in which different viewpoints can be shared and extreme beliefs / behaviours sensitively challenged.
- To provide information to others about the school's responsibilities, policies, procedures and practice.
- To act as a point of reference for the continuing development of good professional practice.
- To work collaboratively with families and wider agencies to support the needs of all young people within the school
- To ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- To ensure that all Staff are properly training in recognising and reporting safeguarding issues

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

The policy applies to:

- **All adults** employed on contract at the school, whether permanent or temporary.

- **Other adults, who work at the school on a regular basis;** this includes professionals from other agencies (e.g. Educational Psychologists, Area Health, Speech Therapy ...) and volunteer workers.

The policy is to be considered alongside other, closely related school policies, which include:

- Behaviour Policy and Reward Strategy
- Policy Statement and Staff Guidelines on The Positive Handling Policy
- Online Safety policy and Acceptable User Policies
- Staff Code of Conduct
- Data Protection Policy
- Whistleblowing policy
- Safeguarding response to students who go missing from Education
- Attendance policy

At Bents Green School we believe that:

- All young people have a right to freedom from abuse.
- Young people have a right to be treated with respect and dignity, as do the adults who work with them.
- The welfare of the young person is paramount.
- It is the responsibility of all adults to protect young people.
- All adults working within the school, either on a paid or on a voluntary basis, have a responsibility to protect students from harm, wherever they are in a position to do so.
- All young people must have the opportunity to express their views about decisions taken about their lives.
- All work with young people must be informed by equal opportunities and anti-oppressive practice and will reflect the diversity of need and the communities being served.
- All those working with, or on behalf of, our students must reflect and promote the value of working together with parents/carers, colleagues, other agencies and the young person, in order to create safe environments and protect them from harm.

We recognise that because of the day-to-day contact with young people, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where our students feel secure, are encouraged to talk, and are listened to.
- Ensure they know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the RSHE and computing curriculum for students to develop the skills they need to recognise and stay safe from abuse, both on and offline.
- Be alert for signs of vulnerability and / or abuse and ensure concerns are reported in line with school and Safeguarding Sheffield children procedures and policies.
- Ensure all staff are aware of our students who are missing from education
- Respond promptly to reports of peer on peer abuse including sexual violence and sexual harassment and all incidents are dealt with sensitively and seriously and recorded using the schools safeguarding protocol.

All Schools and Education Establishments are required by law to follow the Statutory Guidance

- Keeping Children Safe in Education, DFE Sept 2022
- Working Together to Safeguard Children, DFE Feb 2019
- What to do if you're worried a child is being abused, DFE 2015
- Information Sharing: advice for practitioners providing safeguarding services, DFE July 2018
- SSCB Child Protection & Safeguarding Procedures Manual
- Disqualification under the Childcare Act 2006 and childcare (Disqualification) Regulations 2009 updated August 2018
- The Counter-Terrorism and Security Act 2015
- Children Missing from Education, Sept 2016
- Guidance for Safer Working Practice for those working with children and young people in education settings – May 2019 –
- Child Protection and Online Protection Agency-
www.ceop.org.uk www.thinkuknow.co.uk

To meet these duties we will follow the policies and procedures as set out by the Safeguarding Sheffield Children's Partnership.

Headteacher Responsibilities and Governor Responsibilities:

- Ensure we have a designated Safeguarding Team who have received appropriate training and support for this role.
- Ensure that there are at least two members of the Senior Leadership Team, including the Headteacher, who are fully trained and part of the Safeguarding Team.
- Ensure that the Safeguarding Team have adequate support and time in order to effectively carry out the duties associated with the role.
- Ensure we have a nominated governor responsible for child protection and who has received appropriate training.
- Ensure we have a nominated governor responsible for safe recruitment and that they have received the appropriate training.
- Ensure that all staff in school receive appropriate Safeguarding training as detailed in the Safeguarding Children in Education Pathway (SSCP)
- Ensure that details of the designated safeguarding staff and are available to parents/carers on the [school website](#)
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the [school website](#)
- Ensure safe recruitment practices are always followed. These practices include keeping a Central Register, in line with DfE guidance, which includes the check on identity, qualifications, suitability to employment and the use of DBS checks. (see the SSCB vetting, barring and recruitment policy)
- Ensure that the school curriculum supports and encourages all students towards leading safe, healthy and fulfilling lives now and in the future.
- Develop and follow procedures where an allegation is made against a member of staff or volunteer.
- Monitor all aspects of safeguarding in school Lead in all cases of allegations against a member of staff or volunteer, including liaising with LADO, HR and where necessary the police to decide on appropriate procedures and outcomes. (Head Teacher)
- The Chair of Governors is responsible for leading in cases of allegations made about the Head Teacher.
- Lead and support the Safeguarding Team in the absence of the Designated Safeguard Lead
- Lead or as needed in an emergency situation (Head Teacher)
- Monitor the work of the Safeguarding Team. (Head Teacher)

Designated Safeguarding Lead & Safeguarding Team Responsibilities:

- Ensure that a safeguarding report is completed annually for governors and for the Safeguarding Sheffield Children's partnership (DSL)
- Implement, monitor and evaluate the Safeguarding policy and practice across school
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the names of the designated [safeguarding staff](#) in school
- Develop open, honest relationships with parents/carers and families, encouraging joined working to best support the needs of individuals
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the school Safeguarding Team.
- Ensure that all staff understand the systems for reporting safeguarding and child protection concerns to the school Safeguarding Team
- Promptly notify social care of any unexplained absence of a student who is the subject of a child protection plan.
- Promptly notify social care if a student who is subject to a child protection plan leaves the school.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and child in need meetings.
- Keep records of concerns about students, even where there is no need to refer the matter immediately. These records will be dated and signed by the person who has completed them.
- Where appropriate, ensure concerns are raised promptly with social care.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that all safeguarding information about a student is transferred securely to the new setting when a student leaves the school.
- Ensure that all staff are aware of the government guidance as listed above and the Safeguarding Sheffield Children's partnership policies adopted by Bents Green School and that these are available on the school MLE and in staff workrooms.
- Ensure that current issues, updates and findings of serious case reviews are passed on to staff as needed so that staff can make appropriate changes to their practices and curriculum.
- Ensure that the school's Safeguarding Team meets at least weekly to review any reports of concerns which have been raised. Incidents requiring instant attention will be discussed and dealt with as a matter of urgency on the day that they are raised.
- Attend training provided by Safeguarding Sheffield Children's partnership and provide feedback to safeguarding colleagues and the wider staff team as appropriate.
- Undertake relevant online training courses to support the safeguarding roles, responsibilities and current issues in school.
- Provide guidance and procedural information to staff during safeguarding refresher trainings, weekly briefings and otherwise as needed.
- Support families experiencing times of difficulty through cooperative working and the undertaking of Family Common Assessment Forms (FCAF)
- Ensure that information is shared promptly with appropriate agencies ensuring that the Data Protection Act 2018 and General Data Protection Regulation (GDPR) do not prevent or limit the sharing of information for the purposes of keeping young people safe.
- Monitor and respond to CPOMS concerns daily
- Ensure that students who are absent from school for 3 days with no contact from parents/carers are subject to a safe and well visit from School staff. Any student with a social worker who is absent from school with no contact the social worker will be informed on day 1 of absence with no contact.

All Staff Responsibilities:

- Attend and undertake safeguarding training as directed by the CPD programme

- Read and ensure understanding of the school safeguarding systems and policies including all Safeguarding Sheffield Children's policies adopted by the school and [Keeping Children Safe in Education 2022 part 1 and Annex B](#).
- To stay abreast of changes in legislation / policies and ensure that their practice complies with policy.
- Liaise with the Safeguarding Team, parents/carers and other professionals as required to support students, their families and multi-agency work.
- Pass on all concerns to safeguarding staff in line with the school systems and record promptly as advised.
- Continue to raise ongoing concerns to the Safeguarding Team
- Raise concern to the Safeguarding Team if it is felt that sufficient action to safeguard a student has not been undertaken
- Establish frequent, honest and open relationships with parents/carers
- Provide a safe learning environment where students feel supported and listened to.
- Provide an atmosphere in which students can talk about sensitive issues, discuss different viewpoints and challenge extreme beliefs / behaviours
- Provide a positive and preventative curriculum which teaches students to make good choices about healthy and safe lifestyles and who to ask for help if they encounter difficult situations
- Ensure all bullying issues are dealt with appropriately with in class and by informing the Senior Leadership Team.
- Ensure students are taught how to keep themselves safe on and off-line through a carefully planned and responsive curriculum and that they know who to turn to for help if they are worried.
- All staff may contact social care directly if they feel concerned that appropriate action has not been taken to keep a student safe.
- All staff should be prepared to identify students who may benefit from Early Help and follow school procedure to refer for Early Help intervention.
- Know what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- Recognise signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- Understand the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- Report safeguarding concerns to the safeguarding team in a timely manner and record the details on CPOMS
- are trained and understand their responsibilities regarding the reporting of low level concerns about staff, students and volunteers.
- Staff should be clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others
- Staff should address unprofessional behaviour and support the individual to correct it at an early stage
- Staff should help identify any weakness in the schools' safeguarding system

Administrative Staff

- Ensure all visitors to school are asked to read key safeguarding information
- Ensure safeguarding information around school is up to date

- Ensure safeguarding information on the [school website](#) is kept up to date
- Ensure all visitors to school follow sign in procedures and that appropriate DBS and identity checks are made.
- Ensure visitors who have appropriate checks in place are given a green lanyard.
- Ensure visitors who have not had appropriate checks in school are given a red lanyard and that they are assigned to a member of staff who will be responsible for ensuring that they are fully supervised whilst in school,
- Send out information to parents / carers as requested by the Safeguarding Team
- Pass on all concerns received about students to the Safeguarding Team
- Ensure the Safeguarding Team are made aware about absences linked to identify students.
- Follow all safeguarding protocols in school if they have a concern about a student
- Attend safeguarding training and read any information provided.
- Liaise with external agencies as needed to set up meetings / phone calls for members of the Safeguarding Team
- Provide admin support for the Safeguarding Team as needed.
- [Read Keeping Children Safe In Education 2022 part 1 and Annex B](#)

Online safety and the use of mobile technology

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

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online

- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our **online safety policy and Acceptable user policy**, which you can find on our website:

<https://www.bentsgreenschool.co.uk/attachments/download.asp?file=135&type=pdf>

Child on child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

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

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent

- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as ‘teenage relationship abuse’)
- 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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

Reporting Procedures

All staff are made aware through regular training that child-on-child abuse IS abuse & should never be tolerated. Staff challenge all inappropriate behaviours and do not downplay behaviours as ‘banter’, ‘having a laugh’, “part of growing up” or “boys being boys

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the schools safeguarding procedures.

Staff will report the abuse to the safeguarding team on the same day

The safeguarding team will assess each case and either manage the behaviour internally by following the school behaviour policy and supporting students with interventions personalised to their behaviour

Or

Refer to early help agencies to address nonviolent harmful sexual behaviour

Or

Escalate to children’s social care if a victim has been harmed, is at risk of harm. Or is in immediate danger and if a young perpetrator is considered to be at continuing risk of significant harm

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

if a victim reports an incident, staff will make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If a pupil makes an allegation of abuse against another pupil:

- staff must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator.

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

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

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

Child on child abuse Risk assessment & safety planning

This is the responsibility of the DSL, fulfilling the organisation’s ‘duty of care’ to all people using the setting. The purpose is to decide whether to re/admit a pupil with concerning behaviour & plan for the safety of the alleged/abuser, their alleged/victim, and others at the setting.

Our School Risk assessment identifies the impact of:

- alleged/abuser & victim being educated at the setting & around other people
- Of using strategies to minimise identified risks, help staff to respond clearly & reduce risks to a manageable level

Bents Green School follows the education settings ‘Information Sharing’ policy in Education policies, procedures & guidance, Safeguarding Sheffield Children website) to ensure sensitive & appropriate communication with other agencies.

All agencies should agree how to communicate with the alleged/victim, alleged/abuser, parents/carers, staff & pupils, whilst ensuring that this does not prejudice any investigation and maintains individual confidentiality.

Risk assessments are:

- recorded and included on the child’s safeguarding file (CPOMS)
- regularly reviewed e.g. through TAF or other meetings, and updated with any changes

Risk assessments consider information from all agencies about:

- What the concerning behaviour is
- When & why the alleged/abuser may have behaved this way e.g. warning signs & triggers

- Any cultural context for the behaviour
- Related issues e.g. child exploitation, disability, abuse & neglect, substance/alcohol misuse
- Any language & interpretation needs of the alleged abuser/victim & their families to ensure full understanding of the safeguarding issues
- Age & understanding of alleged/abuser/victim
- Previous education experiences of the alleged/abuser (e.g. relationships, attainment)
- Views of parents/carers/family, their response, anxieties, level of cooperation/compliance
- Alleged/abusers' cooperation, responsibility taken, understanding of allegations & victim's viewpoint
- Impact of social media
- Positive and negative friendship groups inside & the setting and in the community
- Mapping others at risk at the setting e.g. people related to concerns e.g. alleged/victim's siblings
- Alleged/abusers' capacity to change, resilience, goals, attitudes, opportunities, engagement, participation
- Therapeutic support & other assessments from agencies & whether outcome has been positive
- Training needed to develop staff safeguarding & other skills e.g. behavioural understanding, disability, SEN, Team Teach

Policy Development, Implementation, Monitoring and Review Processes

- This policy was developed by members of the school Senior Management Team, in consultation with the Governing Body.
- The policies adopted have been approved by OFSTED for use by Sheffield Schools. They are regularly reviewed and updated by Safeguarding Sheffield Children's Board.
- These policies are made available for staff and parents/carers to view via our [school website](#). This ensures all reference to policies is up to date.

The Interim co Headteachers and Designated Safeguarding Lead will take responsibility for ensuring that all staff are aware of and implement the school and Local Authority designated policies and that all recording and reporting systems are consistent with legislative expectations.

The Designated Safeguarding Lead will meet termly with the governor responsible for safeguarding and produce the Yearly Head Teachers safeguarding report. This policy statement and ensuing procedures and practice will be formally reviewed, Spring Term, in consultation with staff and the school Governing Body.

The following documents and policies have been adopted by Bents Green School, September 2022:

Policies and Procedures 2022/2023:

Any changes or additions made to these policies by the Safeguarding Sheffield Children's board will be adopted by Bents Green School

These policies are available for staff and parents/carers via the school website and hard copies are available at reception and in the staff room.

- [Abuse and Neglect, Sept 22](#)
- [Allegations & concerns about staff & volunteers, Sept 22](#)
- **Low Level Concerns about Staff and Volunteers: see Annex A**
- [Alternative Education Provision, Sept 22](#)
- [Behaviour Guidance and Positions of Trust, Sept 22](#)
- [Bullying, Sept 22](#)
- [Child Criminal & Sexual Exploitation, Sept 22](#)
- [Child-on-child abuse & risk assessment, Sept 22](#)
- [Designated Safeguarding Lead and Deputy, Sept 22](#)
- [Domestic Abuse, Sept 22](#)
- [Early Help, Sept 22](#)
- [Faith and Cultural Abuse, Sept 22](#)
- [First Aid and Medical Conditions, Sept 22](#)
- [Governing Body Role, Sept 22](#)
- [Information Sharing, Sept 22](#)
- [Mental Ill-health, Sept 22](#)
- [Missing from Education, Home or Care, Sept 22](#)
- [Online Safety & Risk Assessment, Sept 22](#)
- [Photographs, Videos and Images, Sept 22](#)
- [Preventing Extremism and Radicalisation, Sept 22](#)
- [Private Fostering & Host Families, Sept 22](#)
- [Pupil Transitions, Sept 22](#)
- [Reasonable Force, Searching & Screening, Sept 22](#)
- [Referring your Safeguarding Concerns, Sept 22](#)
- [Secure Storage of Safeguarding Files & Access Requests, Sept 22](#)
- [Safer Recruitment, Sept 22](#)
- [Sexualised Behaviour, Sept 22](#)
- [Special Educational Needs & Disability, Sept 22](#)

- [Staff Safeguarding Supervision, Sept 22](#)
- [Substance Misuse, Sept 22](#)
- [Training Pathway - Safeguarding in Education Settings, Sept 22](#)
- [Under 5s in Schools, Sept 22](#)
- [Whistleblowing, Sept 22](#)

Bents Green Hub at Westfield School

A group of Bents Green students are educated on a daily basis at Westfield School within the Bents Green Hub. The staff working in the hub follow Bents Green School recording and reporting systems. All concerns are recorded on safeguarding **CPOMS** and are discussed with the Westfield Hub Designated Safeguarding deputy (Alex Walker).

All cases are then discussed with the Bents Green Designated Safeguarding Lead, or one of the deputies, on a weekly basis to support and monitor practice. Any urgent or serious issues are supported by telephone or in attendance by an additional member of the Safeguarding Team (from Ringinglow Road Site).

Where additional support is needed and it is not possible for the Bents Green Designated Safeguarding Lead or Deputy to attend Westfield, support will be sought through the Westfield Safeguarding protocols and personnel.

All such action must be recorded using Bents Green student safeguarding files to enable appropriate sharing and collection of information.

Bents Green School
Flowchart of Safeguarding Procedures

Staff/Visitor have a concern

Concern about a student –
Member of staff shares concern
with designated safeguarding
lead or deputy. This must be
done as soon as possible in a
confidential space.

Concern about a member of staff –
Discuss concern with Head teacher.
Produce reports as requested

Concern about the Head teacher-
Contact Chair of Governors, Laura
Gillespie

All allegations will be taken
seriously and investigated with
support, as needed, from the Local
Authority Designated Officer and
Human Resources following
Safeguarding Sheffield Children’s
Board Protocols

Log concern on CPOMS as
requested by DSL or DSD.
Ensure all concerns
(however small are passed
on to the safeguarding
team. Small information
can form part of a much

Concern considered action to be
discussed by safeguarding team in
light of other intelligence.

If the concern is an Online
Safety Issue

Once reported to the Safeguarding Team
they will follow the **Safeguarding
Sheffield Children’s Board (SSCB)**
Protocols for Online Safety Concerns.

This could include:

Either Safeguarding team or staff who
made the initial concern need to report
concerns to the school IT Support
Technician. Who will then log the concern
to Fresh Desk and will make a request for
the website/content to be blocked so that
no student can access the content again.

Advice to tutor team re contact home,
additional supervision, modifications to
timetables/computer and electronic
device use and specific teaching input
needed. Additional support at breaks /
lunches. Monitoring of situation. Phone
call home to be made and by whom
Meeting to be arranged with family to
discuss concerns / consider FCAF/early
help assessment.

If the concern is in the home
environment. Parents/carers informed.
Offer school support putting the
appropriate blocks on hand held devices.

If the concern needs reporting further
Safeguarding Team will take appropriate
action and notify CEOP’s, Police, Sheffield
Safeguarding Hub and notify
parents/carers if safe to do so.

All actions taken are logged on
CPOMS/ICT Audit.

Concern needs to be
reported externally

Safeguarding Team follows
**Safeguarding Sheffield Children’s
Board (SSCB)** protocols for referring
concerns.

This could include;
Seeking advice from the Safeguarding
advisory panel
Informing Sheffield Safeguarding Hub
of concerns (with parent/carer
awareness under most circumstances)
and completing a MACF, informing
police, informing other agencies /
partners – MAST, residential,
producing reports, attending
meetings, case conferences as
needed

If the concern can be dealt
with internally

**Decisions made which could
include;**

Advice to tutor team re contact
home, additional supervision,
modifications to timetables, specific
teaching input needed.

Additional support at breaks /
lunches

Monitoring of situation
Phone call home to be made and by
whom

Meeting to be arranged with family
to discuss concerns / consider
FCAF/early help assessment.

ALL STAFF SHOULD CONTINUE TO RAISE CONCERN IF THEY FEEL A
STUDENT IS AT RISK OF HARM AND APPROPRIATE/SUFFICIENT ACTION
HAS NOT BEEN TAKEN. SPEAK TO SAFEGUARDING TEAM AND
HEADTEACHER OR CHAIR OF GOVERNORS. IF YOU ARE STILL CONCERNED
CONTACT SOCIAL CARE YOURSELF. ALL STAFF HAVE A DUTY OF CARE TO
SAFEGUARD AND KEEP STUDESNNT SAFE.

Annex A

Allegations against staff (including low-level concerns) policy

Section 1: Allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, 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 they 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 includes behaviour taking place both inside and outside of school

The last bullet point above includes behaviour that may have happened outside an organisation that might make an individual unsuitable to work with children, this is known as transferable risk.

- An allegation can relate to an adult's behaviour outside work, and their relationships with others, if they:
- Have behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include an arrest for the possession of a weapon;
- Have, as a parent or carer, become subject to child protection procedures;
- Are closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the adult is responsible in their employment/volunteering.

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO) as detailed in our Procedure for management of allegations of abuse.

Responding to an Allegation / Concern made to a member of staff by child

The person to whom an allegation or concern is reported should not seek to question the child concerned or investigate the matter further, and should:

- Treat the matter seriously;
- Avoid asking leading questions;
- Keep an open mind;
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style;
- Make a written record of the information (where possible in the child's own words), including:
 - When the alleged incident took place? (time and date)
 - Who was present?
 - What was said to have happened?
- Sign and date the written record;
- Report the allegation immediately to the head teacher.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Moving the individual to one of our alternative school sites
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority
- If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: Low Level Concerns (concerns that do not meet the harm threshold)

This Section applies to all concerns about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in Section 1.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating students

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system
- Promoting a reflective practice within school
- Having an open-door policy with DSL and SLT. Where staff feel confident that they can talk confidentially about any concerns
- Ensuring all staff are confident in understanding their role in the reporting of low level concerns

Bents Green School promotes a culture of openness and trust. We ensure adults consistently model the school's values to keep children safe. This also helps to protect adults working in school from potential false allegations or misunderstandings.

We ensure that all staff, volunteers and supply staff understand:

- what constitutes appropriate and inappropriate behaviour
- what a low-level concern is
- the importance of sharing low-level concerns
- how to report any concerns
- the process for recording, reviewing and responding to concerns.

Responding to low-level concerns

If the concern is raised via a third party, the Co-Headteacher will collect evidence where necessary by speaking:

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

The Co-Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The Co-Headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance