

Anns Grove Primary School Safeguarding Policy



Anns Grove Community is committed to providing a caring, creative and stimulating learning environment in which we will:

- Aim high
- Dream big and do everything to the best of our ability
- Promote sportsmanship school spirit and pride in our school
- Develop a strong sense of identity value our community and contribute to it
- Share our cultural backgrounds and learn how to live harmoniously and prosper in our multicultural community

Because at Anns Grove **We shine together!**

Safeguarding and promoting the welfare of children is everyone's responsibility at Anns Grove Primary School.

Sheffield Safeguarding Hub (tel. 0114 2734855)

Safeguarding and promoting the welfare of children is defined as:

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

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

The role of school staff

School staff are important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. All staff at Anns Grove Primary School have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years upwards.

Early help

Any child may benefit from early help, but all school staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home

- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care or is a privately fostered child

Why do we need a policy for Safeguarding Children and Child Protection?

The safeguarding and welfare of children is the highest priority of all staff and Governors at Anns Grove Primary school. This policy is designed to enable the governors, head teacher and staff at Anns Grove Primary School to carry out their responsibilities efficiently, effectively and diligently to ensure that this school is a safe learning environment for all children. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. In accordance with our Vision Statement, all staff believe that our school must provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Equal Opportunities

Anns Grove will ensure that all children irrespective of factors such as: disability, gender, social or cultural background, religion or ethnic origin are given opportunities to realise their potential.

Designated members of staff

- **Sam Fearnough Executive Head teacher (DSL)**
- **Ann Farrar Head of School (DDSL)**
- **Wendy Roberts Learning Mentor (DDSL)**
- **Catherine Needham SENCO (DDSL)**
- **Sarah Webb AHT EYFS (DDSL)**
- **Scott Glover (Safeguarding Governor)**

Sam Fearnough is the designated teacher for Looked After Children supported by Wendy Roberts. This team is also monitors the welfare and safeguarding of care leavers, adopted children and any children with special guardianship orders.

Every pupil should feel safe and protected from any form of abuse. The staff at Anns Grove are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As is stated in **Keeping Children Safe in Education (2020)**: *'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child'*.

The aim of this policy is to safeguard and promote the welfare, safety, health and guidance of our pupils and adults by fostering an honest, open, caring and supportive climate. The welfare of our pupils and adults is of paramount importance.

Anns Grove Primary School fully recognises the contribution it must make to protect and support pupils in school. The school follows all the procedures and policies detailed on the Safeguarding Sheffield Children website. Follow this link to see them:

<https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools-Education-Settings-Policies-Procedures.html>.

A hard copy of these policies are located in folders in the staff room and in the Learning mentor room. Staff have access to them via the school's intranet. Copies are also available on our website <http://www.annsgrove.co.uk>

Anns Grove recognises that, due to the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. This policy applies to all staff, Governors and volunteers working in school. Our school fully recognises the contribution it can make to protect children and support pupils in school.

SAFEGUARDING PROCEDURES AT ANNS GROVE

- We will ensure that we have a team of people directly leading safeguarding at Anns Grove including an allocated safeguarding lead and deputies to oversee the care and provision for all children
- All concerns, incidents and referrals will be recorded on CPOMS or in writing and will be shared with the safeguarding team in school
- The safeguarding team will devise a plan of action and where appropriate seek advice and support from the LEA – safeguarding hub **0114 2734855**
- The safeguarding team, where appropriate, will share their concerns with the child's parent/carers and class teacher.
- The Safeguarding team will ensure that information is stored safely and shared with the appropriate child services if necessary
- Staff will be trained and kept up to date on current safeguarding procedures who will then update other staff in a timely way.

Reporting procedures for staff and volunteers

Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or if anyone observes injuries that appear to be non-accidental, or where a child or young person makes a direct allegation or implies that they have been abused, or makes an allegation against a member of staff. Staff must;

- **Record what they have seen, heard or know accurately at the time the event occurs, on CPOMS or in writing**
- **Immediately share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree action to take.**
- **Refer in person, via CPOMS or in writing in a timely way**
- **Records must include the date, including the year and the full name of the person reporting the allegations and be signed.**
- **A member of the safeguarding team will contact the Safeguarding hub for advice and support – 0114 2734855**

CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know. Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the safeguarding lead/deputy

CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional

way with children. All staff should be aware of not; working alone with a child, guidance around physical interventions, avoiding cultural and gender stereotyping, confidentiality and dealing with sensitive information, personal use of social media and the need for privacy settings.

PHYSICAL CONTACT & REASONABLE FORCE

Members of staff may sometimes have physical contact with pupils. This might be walking together around the school or on a trip, comforting distressed pupils or giving first aid. Staff might also need to use reasonable force to prevent pupils from hurting themselves or others, damaging property or causing disorder. All staff have the legal power to use reasonable force. Members of staff will only do this when it is necessary to protect the child, or another person, from immediate danger.

Staff should explain to the child/other children in the area what they are doing and why - this prevents misunderstandings.

Certain members of staff are trained in **Team Teach** procedures and they can be called upon in situations where reasonable force has to be applied. Team Teach incidents are always recorded in the Team Teach incident log and parents informed immediately and in every case.

SITE SECURITY

- Children are never allowed to leave the school site without adult supervision during the school day
- Visitors use the main entrance and report to the main office on arrival where they will be asked to sign in and given a visitor's badge
- Unknown adults on site must always be challenged by a member of staff

Anns Grove will take all reasonable measures to:

Adopt a child-centred approach, ensuring that there is a 'listening culture' to empower children and young people to speak out about any concerns that they might have and that their wishes and feelings are actively sought when addressing any concerns or liaising with other agencies.

Ensure that we practice safer recruitment in checking the suitability of staff, and volunteers (including staff employed by another organisation) to work with children and young people and maintain an up to date Single Central Record in line with Keeping Children Safe in Education (2019);

Ensure that where staff from another organisation are working with our pupils on our site, we require written confirmation that appropriate child protection checks and procedures have been completed on those staff.

Be alert to signs of abuse and neglect, both in the school and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil.

Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused or considered to be at risk, in accordance with any agreed child protection plan, child in need plan or Early Help/Team around the child (or equivalent plan).

Design and operate procedures which, so far as possible, ensure that teachers and others who have not done wrong are not prejudiced by false allegations.

Be alert to the medical needs of children with physical and mental health conditions.

Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse.

Changes to Keeping Children Safe in Education 2019

- **Upskirting**

This is now a criminal offence and defined as: 'taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm' (DfE 2019)

- **Serious Crime**

'All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.'

- **Opportunities to teach safeguarding**

Schools should teach safeguarding as part of a broad and balanced curriculum. This can be covered through Relationships Education and Relationships and sex education (formerly known as Sex and relationships Education). Relationships Education is mandatory for all Primary pupils from 2020.

<https://www.legislation.gov.uk/ukdsi/2019/9780111181997>

- **Online Safety**

Government guidance is available to support the teaching of online safety in schools. This outlines how schools can ensure pupils understand how to stay safe online.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm **beyond their families**. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Always consider the places where children are at risk. It may be in the home but can also be in the neighbourhood, with a peer group a place in the school, places that children visit such as the park and shops. Remember that abuse can happen outside of the home. If you are unsure contact a member of the safeguarding team for advice or call the safeguarding hub.

Statutory and Regulatory Framework

This policy has regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with:

- Section 94 of the Education and Skills Act 2008
- Sections 29 and 38 of the Counter-Terrorism and Security Act 2015
- 'Revised' Prevent duty guidance for England and Wales July 2015
- The Prevent Duty: Departmental advice for schools and childcare providers June 2015
- Keeping Children Safe in Education 2019
- The Education (Independent School Standards) (England) Regulations 2014
- Statutory Framework for the Early Years Foundation Stage 2017
- The Children Act 1989
- Section 175 of the Education Act 2002
- Female Genital Mutilation Act 2003
- The Children Act 2004
- The Children and Families Act 2014
- The Designated teacher for Looked after and previously Looked after children February 2018
- Working Together to Safeguard Children 2018
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018

- What to do if you are worried a child is being abused: advice for practitioners 2015
- Child Sexual exploitation: Definition and guide for practitioners 2017
- Children Missing Education 2016
- Multi-Agency statutory guidance on female genital mutilation 2016
- Disqualification under the Childcare Act (2006) July 2018
- Sexual Violence and Sexual Harassment between children in schools May 2018
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (September 2018)

Keeping Children Safe in Education (2019) defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

There are three main elements to our Safeguarding Policy

- **Prevention** – e.g. positive school atmosphere, teaching and pastoral support to pupils.
- **Protection** – by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to safeguarding concerns.
- **Support** – to support children whose welfare has been compromised.

Anns Grove will therefore (Prevention):

- Establish and maintain an ethos where children feel secure and are encouraged to talk, to question and are listened to. This may be achieved through class discussions and through our work in on-line safety.
- Ensure robust record keeping in every case including electronic and paper copies of documents and notes that are stored appropriately to ensure confidentiality.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children will be reminded on a regular basis of who is available at different times by class teachers and senior leaders. E.g. class teacher, lunchtime supervisors, learning mentor.
- Include in the curriculum activities and opportunities that equip children with the skills they need to stay safe including British values, online safety and PSHE.

Anns Grove will follow the procedures set out by the Local Safeguarding Children Board to (Protection):

- Ensure we have a designated team of people including senior leaders for safeguarding who have received appropriate training and support for this role. **The designated Safeguarding Lead is Sam Fearnough Executive Headteacher. Designated Deputy Safeguarding Leads are Ann Farrar, Wendy Roberts, Sarah Webb and Catherine Needham**
- Ensure we have a nominated governor responsible for safeguarding. At present this person is Scott Glover (**COG**)
- Ensure every member of staff (including temporary staff, supply staff and volunteers) and the Governing Body knows the name of the designated senior person responsible for safeguarding, their role and how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, and for referring any concerns, to the designated senior person responsible for safeguarding.
- Notify social care if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan – Link with Attendance Policy (first day of absence contact).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.

- Keep written and electronic records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely – safeguarding records are kept electronically using CPOMs with only Safeguarding Team members having access to the records. Staff with access are, Sam Fearnough Executive Head teacher (DSL) Ann Farrar Head of School Wendy Roberts Learning Mentor (DDSL) Catherine Needham SENCO, Sarah Webb AHT EYFS
- Follow the Local Authority policy and procedures where an allegation is made against a member of staff or volunteer in line with guidance from the Department for Education.
- Use reasonable force by staff as a last resort. Staff who are **Team Teach** trained will be called upon to support de-escalation and if necessary use reasonable force. Reasonable force will only be used This will be used when necessary: to avert potential danger and to prevent pupils from harming themselves or others, seriously damaging property; committing a criminal offence; from engaging in any behaviour which may detrimentally affect good order and discipline in school – in accordance with Sheffield Safeguarding Board policy on restraint.

Anns Grove will (Support): .

- Follow the procedures set out in the Safeguarding Children Board Procedures where it is believed that a child is suffering, or is at risk of, significant harm or there are concerns about a parent/carers well-being.
- Support children who are identified as being in need by designating an adult with whom they can build a positive relationship of trust.
- Members of the safeguarding team will use ‘Signs of Safety’ guidance to assess and protect children. This may include a discussion on: What are we worried about? What’s working well? What needs to happen? This approach may also be used with children under the 3 houses approach (House of worries, good things and dreams).
- The Safeguarding Lead will decide who needs to know and be involved in further investigations.
- The Safeguarding Lead will attend all meetings wherever possible.
- The Safeguarding Lead will decide who needs to be aware of the situation and be involved to support the child.
- A member of the Safeguarding team will complete any requests for information i.e. MARAC forms/Case Conference forms/ MACF forms.
- Where children are placed in alternative provision arrangements Anns Grove School will retain responsibility for their safeguarding and well-being.

Safeguarding Staff:

As part of our duty of care to staff we will:

- Be sensitive to changes in the behaviour of and/or circumstances of colleagues and notify a member of the SLT so that appropriate support can be given.
- Collect and securely store information pertaining to colleagues next of kin and any medical needs
- Provide photo ID and update colleagues DBS checks in line with school policy
- Uphold local authority policies relating to staff welfare
- Pupil records will include at least 2 contact names and telephone numbers

Staff will be aware that:

- They should share concerns with either the Safeguarding Lead or the Deputy Safeguarding Leads at the earliest opportunity
- Safeguarding concerns are recorded on an electronic system (CPOMS) for which all staff have a log-in and have received training for.

- Concerns regarding safeguarding are recorded by the member of staff who has the concern, and this is shared with the Safeguarding Lead or their Deputy
- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the children.
- Children must NOT be told that any disclosures will be kept secret because information may need to be reported to the Local Authority's Designated officers (LADO), Social Care or the police, however, the adult dealing with a concern should not discuss the matter with anyone other than the Safeguarding Leads
- Children should know that someone else may need to be told in case further action needs to be taken, to keep them safe.
- Factual information is essential and should be recorded as follows:
 - the date and time of the alleged incident and/or when the concern was initiated
 - the nature of the concerns and what gave rise to them
 - the action they have taken and the nature of involvement by others
 - If a disclosure has been made – have factual recording of the content of the disclosure and any responses that were made
 - If signs of injury/marks – complete body map.

It is essential that the member of staff does not 'question' the child as this may prevent other services from being able to interview the child at a later date.

Training:

- Designated staff will receive training on an annual basis.
- All staff will have an update of their basic safeguarding training every three years.
- All staff will be reminded of the procedures at the beginning of each term and as deemed necessary throughout the year, and when the policy is updated.
- Volunteers will receive induction training when they begin their volunteering.

The Governing Body will be informed regularly of any safeguarding issues arising in school. General information only will be used in order to maintain confidentiality for the sake of the child and to protect evidence that may be needed for any future prosecutions.

Monitoring and Evaluation will consist of:

- Link Governor monitoring at halfway point in review cycle.
- Reports at full Governors meeting and committees.
- Reports from staff and Headteacher's termly reports to Governors
- Annual Headteacher and Governors Safeguarding Report with subsequent action points.



Anns Grove Primary School is part of a project called Operation Encompass. This is a project that runs jointly between schools and South Yorkshire Police.

Operation Encompass is the notification to schools that a child (under 18) has been exposed to, or involved in, any domestic incident. This will ordinarily be done by the start of the next school day.

Operation Encompass will ensure that a specifically trained member of the school staff, known as a Designated Safeguarding Lead (DSL), is informed. The DSL can then use the information, in confidence, to ensure the wellbeing of the child. The school may be able to make provisions or adjustments to assist the young person and their family.

The Amber Project

This is a Sheffield service provided through Sheffield futures and Sheffield city Council. The project works with young people, families and professionals to educate and support those identified of having a high risk of exploitation, organised crime, grooming and violence.

School staff will refer to this service through **Sheffield safeguarding Hub (tel. 0114 2734855)**

Types of Child Abuse

Physical Injury

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.

Neglect

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

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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve serious 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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact or include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child

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

Indicators

- Unhealthy or inappropriate **sexual** behaviour.
- Being frightened of some people, places or situations.
- Being secretive.
- Sharp changes in mood or character.
- Having money or things they can't or won't explain.
- Physical signs of abuse

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

Child Criminal exploitation (CCE)

Child Criminal exploitation occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18, and involve them in criminal activity.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of **county lines** criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. **Trafficking** can be within the city, UK or abroad. Any child who is recruited, transported, transferred, harboured or received for the purposes of exploitation is considered to be a trafficking victim, whether or not they have been forced or deceived.

Indicators

- Missing from school
- Unexplained money, clothes. Mobile phones
- Controlling relationships with older individuals or groups
- Physical assault, unexplained injuries
- Parental concerns
- Carrying weapons
- Decline in school performance
- Self-harm, changes in well-being

Female Genital Mutilation

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

FGM is illegal in the UK and mandatory reporting to the Police will commence in October 2015. FGM is classified as a form of child abuse for girls under 18-years-old, one which has long-lasting harmful consequences.

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

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Indicators

Staff may become aware of a student because:

- She appears anxious, depressed and withdrawn
- Her educational performance, aspirations or motivation may decline
- She absents herself from lessons, possibly spending prolonged periods in the bathroom
- Her friends report their concerns

Girls may be most at risk during the summer holiday, so though staff will pay attention throughout the year they may pay particular attention in the summer term, and when girls return to school in the autumn.

We will create an 'open' and supportive environment by:

- Raising mandatory reporting duty & awareness of FGM among all staff (e.g. Training, briefing sessions, guidance etc.)
- Ensuring that the safeguarding team is fully aware of the issues around FGM
- Introducing FGM through body awareness into the school curriculum within Relevant cases.

Actions

- Talk about FGM professionally & sensitively
- Explain that FGM is illegal in the UK and that survivors will be protected by the law
- If you are concerned that a pupil is at immediate risk of, or has undergone FGM, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately.

If a teacher* discovers or is told FGM has occurred they must report this directly to the police using 101 as well as to the DSL/DDSL

- If FGM is suspected usual safeguarding procedures apply

*Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': 'teacher means a person within section 141A(1) of the Education Act 2002 persons employed or engaged to carry out teaching work at schools and other institutions in England.

The DSL/DDSL must:

- Make an immediate referral into Children's Social Care for further investigation alongside the Police and health services
- Talk to the student about why they have made a referral (particularly if against their wishes)

Staff should not:

- Examine a student (unless part of their normal personal care, e.g. nappy-changing, disability care etc.)
- Treat such concerns as a 'domestic' issue
- Ignore what the student has told them or dismiss the need for immediate protection

- Decide that it is not their responsibility to follow up the allegation
- Discuss their concerns with the student's family or community, in advance of any enquiries by the police, adult or children's social care

Agencies will always work with parents & wider family on a voluntary basis to prevent the abuse, including community leaders & organisations.

In all situations, the girl should be offered counselling and medical help and assess other related females who may be at risk.

Useful resources

- Female genital mutilation: guidelines to protect children and women, HO & DFE 14
- Sheffield Safeguarding Children Board Child Protection and Safeguarding Procedures Manual – Female Genital Mutilation
- Sheffield Safeguarding Children Board (SSCB) FGM fact sheet

The Prevent Duty Guidance for England and Wales emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

In line with the Prevent Duty 2015 and section 26 of the Counter-terrorism and Security Act 2015, have '*due regard to the need to prevent people from being drawn into terrorism*' which includes assessing the risk of children/young people being radicalised and building children/young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Identify children who may be vulnerable to exploitation (criminal and sexual), and know what to do when they are identified.

Teach pupils about safeguarding and **online safety**, for example through use of online resources, through the curriculum and PSHE, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help.

Take all practicable steps to ensure that the premises are as secure as circumstances permit.

Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our school or in our local area.

Peer on Peer abuse

Context and Definition

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and

- initiation/hazing type violence and rituals.

This abuse can:

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

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

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

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy

Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

Recognising peer abuse

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

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

Upskirting

Upskirting is form of peer on peer abuse. Upskirting" became a specific criminal offence under the Voyeurism (Offences) Act 2019 on 12 April 2019. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm. The initial response to a report from a child is important. It is essential that all victims 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. Report any concerns about sexual harassment or upskirting to the DSL or safeguarding team. Children are not permitted to have mobile phones in school and they should be left at the school office at the start of the day for safe keeping. Children can collect them at the end of the day.

County lines

What is county lines?

Across the country, young people and vulnerable adults are being exploited by gangs to move and sell drugs on their behalf in suburban areas, market towns and coastal regions. This criminal activity is known as 'county lines', as young people travel to different regions where they're unknown to the police and can therefore operate undetected. Criminal networks use dedicated

mobile phone lines or other form of 'deal line'. Young people involved can be as young as 10 to ensure no previous criminal record and are often subjected to threats, violence, and sexual abuse by the gangs.

The Home Office has produced resources to help recognise the signs of these criminal activities.

How does it affect young people and vulnerable adults?

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Signs to look out for:

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them. Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association

Expected staff action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

Involvement in serious violent crime

Possible indicators to look out for that signal a child may be at risk from or involved with serious violent crime.

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups

- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should report to safeguarding team immediately any suspicions of involvement with or harm from serious violent crime.

Domestic abuse

The definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial and emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Signs that a child has witnessed domestic abuse include:

- Aggression or bullying
- Anti-social behaviour
- Anxiety
- Attention seeking behaviour
- Bed wetting, nightmares and insomnia
- Constant or regular illness like colds, headaches, mouth ulcers
- Eating disorders
- Problems at school
- Withdrawn behaviour

If a child discloses domestic abuse take the following actions:

- Listen carefully and let them know they have done the right thing by telling you
- Tell them it's not their fault and that you will take it seriously
- Explain to the child what you will do next
- Report the disclosure immediately to the DSL or member of the safeguarding team
- Record the incident on CPOMS

Honour based violence and forced marriage

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of honour based violence are abuse (regardless of the motivation) and should be handled and escalated as such.

Forced marriage Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Always report concerns about honour based violence or forced marriage to the DSL or member of the safeguarding team.

Fabricated and induced illness

What is fabricated or induced illness ?

Fabricated or induced illness is a form of child abuse. It occurs when a parent or carer exaggerates or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms. Fabricated or induced illness is often unreported, undetected, and is emotionally harmful.

Indicators of fabricated or induced illness

Some of the indicators of fabricated or induced illness, include:

- medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and
- the can be seen repeatedly by different professionals looking for different things.

In all cases, the child's normal life is restricted. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer. If you have concerns contact the DSL or safeguarding team immediately.

Transgender pupils

A transgender person feels that their external appearance or the sex they were assigned at birth does not match the way they feel internally about their gender identity. Gender Dysphoria (or Gender Identity Disorder) can present from two years old and can only be diagnosed by a medical and/or psychiatric expert. More information is available by going to <http://www.safeguardingsheffieldchildren.org/> and reading the transgender guidance document. Legislation states that schools must not discriminate against a pupil because of their transgender status. There is no legal requirement for schools, as there is with disability, to make 'reasonable adjustments' for trans pupils.

Parental responsibility

Parental responsibility is defined in law s being the rights, duties, powers and responsibilities a parent has to their child and the child's property. A child is someone who is under 18 years old.

Who has parental responsibility?

- The birth mother unless it has been taken away by a court order
- The birth father, if he was married to the mother, has jointly registered the birth with the mother or has a parental responsibility agreement with the mother or a parental responsibility order from a court.
- Same sex partners who; are civil partners, have applied for parental responsibility if a parental agreement was made, jointly registered the birth
- An adult who has been granted a 'Child Arrangements', or 'Special Guardianship Order' by the court
- Legally appointed guardian or adoptive parents
- The local authority if it is named in the care order for a child (CLA)

The Education Act 1996 (s576) defines 'parent' as:

- All biological parents
- Any person with parental responsibility
- Any person who has care of a child

Staff must treat all parents equally unless there is a court order limiting an individual's exercise of parental responsibility.

Further information can be found by referring to the Parental Responsibility policy or understanding and dealing with issues relating to parental responsibility, DfE 2016 for further guidance.

Teacher misconduct

The Teaching Regulation Agency (TRA), acting on behalf of the Secretary of State for Education, is responsible for investigating allegations of serious misconduct against teachers and headteachers in schools in England. If a teacher is dismissed the Head teacher will refer to the Secretary of State where the 'prohibited list' is maintained by the Secretary of State under section 141C (1) of the Education Act 2002.

Record keeping and records management at Anns Grove

Anns Grove stores confidential records both electronically and also as paper records and in particular any original documents. Anns Grove abides by data protection principles with regard to records containing personal information. Our records are:

- Adequate, relevant and not excessive for the purpose(s) for which they are held
- Accurate and up to date
- Only kept for as long as necessary

Information is kept secure by:

- Compiling and labelling files carefully
- Keeping files containing sensitive or confidential data secure and only allowing access to them on a 'need to know' basis

Retention periods

Child protection records should be passed to any new school the child attends and kept until they are 25. In some cases, records can be kept for longer periods. Some records are subject to statutory requirements and have a specific retention period. This includes:

- Children who have been looked after by the local authority
- Adopted children
- Registered foster carers
- Residential children's homes

Destruction of child protection records

When the retention period has ended confidential records will be destroyed and any electronic records will be purged.

All electronic and paper records will be kept securely and in confidence. Records will be transferred securely if a pupil leaves Anns Grove to attend another school. Copies of any records held by the school are sent to secure archive storage.

Whistle blowing and what staff should do if they have concerns about safeguarding practices within the school

All staff and volunteers are able to raise concerns if they have concerns about safeguarding at Anns Grove Primary School. Any such concerns will be taken seriously by the senior leadership team. The school has a whistleblowing policy that staff should refer to if they have concerns. In the first instance contact the Head teacher or if the complaint is about them then contact Scott Glover, Chair of Governors.

Review Cycle

This policy will be reviewed annually and updated frequently with new information as it emerges.

Last updated January 2020

Samantha Fearnough
Head teacher and Designated Safeguarding Lead

Coronavirus Addendum:

The pandemic will not weaken the school's approach to Safeguarding and staff will continue to act immediately. The interests of the child will always come first. Therefore, our safeguarding team will continue to Liaise with other agencies and social care, even where this is problematic due to large scale homeworking of SCC staff. We will ensure that all multi-agency work and support for vulnerable children and their families continues. Staff will be persistent in our contacts with social care and other agencies to ensure continuity of advice, referrals and visits even where contact with agencies and social care is difficult due to the pandemic. Updated safeguarding training will continue as soon as SCC provide online/remote safeguarding training.

Responding to pupil concerns

Time is set aside as part of our curriculum to allow children to talk about and acknowledge their concerns about Covid. Concerns will be shared with parents and addressed by staff. More serious concerns will be addressed by the safeguarding team.

DSL/D support for staff and pupils to stay safe

A full risk assessment is in place and shared with staff, parents and professional visitors to the school. Regular communications with parents and families via the newsletter and website continue and keep everyone informed of staggered start times, the wearing of face coverings and other ways of keeping safe including regular handwashing.

Recording pupil welfare and well-being

Telephone calls continue to be made to families where attendance is poor and investigated by the safeguarding team. Further support is put in place where needed. Welfare calls are made when children are isolating. Records are updated through CPOMs in the usual way.

Concern if staff/volunteers pose a threat to children

There are no volunteers working in school throughout the pandemic. DBS checks continue for all staff and the single central record continues to be updated. The safeguarding team update staff of any new information from Sheffield Safeguarding and have completed the annual safeguarding audit.

Supporting pupils and staff working remotely online

A full risk assessment is available. Google classroom is used as the remote learning platform and has security features to keep children and staff safe. Staff do not teach live lessons but will work towards narrated slideshows for online lessons.

Latest guidance

Please refer to the latest guidance for further specific information regarding coronavirus and safeguarding.

- Safeguarding and remote education during coronavirus DFE 21/5/20
- Guidance for full opening: schools 17/9/30
- Keeping Children Safe in Education DfE Sept 2020
- Appropriate filtering and monitoring, UK safer internet centre

- [Enabling home based working for staff and pupils, SCC March 2020](#)
- [Coronavirus or Covid 19 Safeguarding Sheffield Children website](#)