



Safeguarding & Child Protection Policy

Date: September 2023

Designated Safeguarding Lead	Wendy Scott
Designated Safeguarding Deputies	Lauren Johnstone Sam Herring Abby-Jo Stacey Hannah Bellamy
On-line safety Lead	Wendy Scott

Date ratified	
Governors/Committee Meeting	
Signature of Chair	Janet Collins/Oliver Wright
Safeguarding Governor	Natalie Bayarri
Date for Review	

Version Number	Version Description	Date of Revision
1	Original	May 2015
2	Statutory DfE Guidance updated, names updated, SSCB policies updated and contact numbers or local agencies	September 2016
3	Names updated, safeguarding team details added at the front of policy, contact numbers updated. SSCB policies updated and greater detail added to 3 main elements – prevent, protection and support. DfE guidance around Prevent Duty added to Appendix 1	September 2017
4	Early Years Statutory Guidance, Part 3 added	October 2017
5	Updated due to new DSL Oliver Mansbridge	November 2017

6	Updated to include: Early help, Online Safety replacing e-Safety, updated guidance on FGM, updated Sheffield Safeguarding Children Policies.	March 2018
7	DSLs and DSDs updated, change of governors, change of LADO, details around child on child abuse added to appendix 1	September 2018
8	DSDs updated, information about CCE (county lines) and contextual safeguarding added to appendices as well as KCSiE 2018 updates	September 2019
9	DSL/DSD updated. Updated with KCSiE 2020. Added On-line safety Lead.	April 2021
10	Safeguarding Governor updated Updated in line with KCSiE Sept 2021	September 2021
11	Updated in line with KCSiE Sept 2021 and review of policy by Mercia Trust Safeguarding Lead	October 2021
12	Updated in line with KCSiE September 2022 Updated additional DDSL Updated Safeguarding Governor	October 2022
13	Updated in line with KCSiE September 2023 Updated Safeguarding Governor Updated SEND Governor	September 2023

The staff at Woodlands are fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The aim of this policy is to safeguard and promote the welfare, safety, mental and physical health and guidance of our children's and adults by fostering an honest, open, caring and supportive culture. The welfare of our children and adults is of paramount importance.

As is stated in Keeping Children Safe in Education (2023): *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 practitioners 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.*

Safeguarding and promoting the welfare of children is defined as:

- *protecting children from **maltreatment**;*
- *preventing impairment of children's **mental and physical** 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.*

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Woodlands fully recognises the contribution it must make to protect and support children in school. The school follows the procedures and policies detailed on the Sheffield Safeguarding Partnership's website: <https://www.safeguardingsheffieldchildren.org/sscb>

Woodlands 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, visiting staff, Governors and volunteers working in school.

SAFEGUARDING PROCEDURES AT WOODLANDS PRIMARY

- We will ensure that we have a team of people directly leading safeguarding at Woodlands including a designated 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 shared with the safeguarding team in school
- Following information sharing, the safeguarding team will devise a plan of action and where appropriate seek advice and support from the Sheffield Safeguarding Children's Partnership 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 securely and shared with the appropriate children's 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, any suspicions that a child may be at risk of harm, any observations of 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 including supply staff. Staff must;

- Record what they have seen, heard or know accurately on CPOMS or in writing (scanned to CPOMS). This should be done as soon as possible.
- Immediately share their concerns with the designated person (or head teacher if an allegation about a member of staff or supply staff) and agree action to take.
- Records should be factual and accurate including the date, the year the *time* and the full name of the person reporting the allegations and this must be signed if the report is written.

CONFIDENTIALITY

The school and all members of staff at the school, will ensure that all data about children 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.

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

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 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 & RESTRAINT

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- If it is necessary to protect the child, or another person, from immediate danger. All staff would do what is reasonably proportionate and necessary to protect the child.

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

Designated members of staff are trained in Team Teach restraint procedures and they should be called upon, wherever possible, where restraint is necessary.

Team Teach incidents will be recorded in Behaviour Smart and parents are informed immediately and in every case.

Children's voice will be recorded by the person who completes Behaviour Smart and the children's thoughts about the restraint will be gathered at the earliest opportunity following the restraint when the child is calm and ready to talk.

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.

Colour coded Lanyards are given dependent upon DBS status.

Red – no DBS visitor will be accompanied at all times by a member of staff

Blue – Not a staff member however DBS checked visitor can move around school independently

Green – Staff member

Unknown adults or unaccompanied adult wearing a red lanyard on site must always be challenged by a member of staff.

Children know about this and report any concerns they have to a known adult.

WOODLANDS PRIMARY 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 practise safer recruitment in checking the suitability of staff, and volunteers, governors and 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 (2023);
- Ensure that where staff from another organisation are working with our children on another site such as Alternative Provisions, 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 and exploitation, both in the school and from outside and to protect each child from any form of abuse, whether from an adult or another child.
- 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.
- 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.

THERE ARE THREE MAIN ELEMENTS TO OUR SAFEGUARDING POLICY

- **PREVENTION** – e.g. positive school atmosphere, teaching and pastoral support to children. We aim for the Mercia Gold Standard for Safeguarding, where there is a clear culture of safeguarding
- **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.

WOODLANDS WILL THEREFORE (PREVENTION):

- Regularly assess safeguarding at Woodlands against the Mercia Gold Standard of safeguarding.
- Establish and maintain a culture where children feel secure and are encouraged to talk, to question and are listened to. Children will know that they will be believed and all concerns will be followed up. This may be achieved through discussions in class and through our work on on-line safety.
- Establish a culture that accepts that all forms of abuse may take place within our community including child on child abuse and will not accept that this may be part of growing up or just banter.
- Through our equalities and well-being curriculum a culture of acceptance is developed. Children know that individuals have the right to choose how they live their life. Staff are aware that some groups of children such as the LGBT+ group or those perceived by others to identify as LGBT+ may be more vulnerable than other groups.
- 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, senior learning mentor, family mentor.
- Include in the curriculum activities and opportunities for personal development which equip children with the skills they need to stay safe including on-line safety

WOODLANDS PRIMARY WILL FOLLOW THE PROCEDURES SET OUT BY THE LOCAL SAFEGUARDING SHEFFIELD CHILDREN PARTNERSHIP 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 (DSL) is Wendy Scott (Deputy Head). Designated Safeguarding Deputies (DSD) are: Lauren Johnstone (Headteacher), Abby-Jo Stacey (Family Mentor), Sam Herring (Senior Learning Mentor), Hannah Bellamy (Learning Mentor)
- Ensure we have a nominated governor responsible for safeguarding. At present this person is Natalie Bayarri.
- Ensure every member of staff (including temporary and 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.
- Manage allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or

in any capacity with children in a school. Staff should inform the Headteacher if they have reason to believe anyone working in school, including supply teachers and volunteers has behaved in a way that has harmed a child, or may have harmed a child, possibly committed a criminal offence against or related to a child, behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and exploitation, and for referring any concerns to the safeguarding team, this includes on-line safety incidents.
- Notify social care if there is an unexplained absence of more than two days of a child 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 and CIN meetings.
- Keep historic written records and new 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. Only the Safeguarding Team and SLT members have access to the most sensitive records via the SLT Safeguarding option in CPOMS. Class teachers have access to CPOMs entries containing safeguarding information they need to know to support the child/ren in their class.
- Ensure the Whistleblowing policy is part of safeguarding induction.
- Follow the Local Authority policy and procedures and refer to the LADO where an allegation is made against a member of staff or volunteer in line with guidance from the Department for Education.
- Ensure that 'low-level' behaviours by adults in school are brought to the attention of the Headteacher
- EYFS is guided by the four guiding principles of: Every child is unique; Children learn through positive relationships; Children develop in enabling environments; Children learn and develop differently. The safeguarding and welfare requirements in the EYFS framework cover the steps that Woodlands takes to keep children safe & promote their welfare.
- In EYFS at least one person who holds a current paediatric first aid certificate will be on premises and available at all times when children are present and will accompany children on out of school visits.
- In EYFS each child will be assigned a key worker who will ensure that the child's needs are met and will build a relationship with them and their parents.
 - Staff are aware of ACE's and in particular the impact of domestic abuse which can take many forms not just physical but can also be emotional and financial. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (KCSiE 2023)
- The DSL has responsibility for and works with the Mercia Trust IT Team to understand the filtering and monitoring systems and processes in place. Filtering and monitoring is currently provided by Smoothwall on all devices connected to our school server. Information received via the filtering and monitoring system is shared with Governors during termly Governor's meetings.
- School staff or visitors do not connect to our school WIFI. This is to ensure no inappropriate activity is undertaken by adults on school equipment.

WOODLANDS WILL (SUPPORT):

- Follow the procedures set out in the Safeguarding Sheffield Children Partnership's 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.
- Believe and take seriously ALL disclosures by children including those for sexual harassment, child on child abuse and exploitation and take appropriate action
- 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.
- It is essential that staff do not 'question' the child as this may prevent other services from being able to interview the child at a later date.
- Support children who are identified as being in need by designating an adult with whom they can build a positive relationship of trust.
- Decide who needs to be aware of any situation and be involved in further investigations, this decision will be made by the Safeguarding Team.
- Attend all meetings wherever possible.
- Complete any requests for information i.e. MACF/MARAC/Conference reports
- Support the mental health and wellbeing of children and understand that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- All allegations of child-on-child abuse will follow the DfE advice in part five of Keeping Children Safe In Education. Where needed the school will work with partner agencies to complete a child on child risk assessment. All allegations of child on child abuse will be addressed by the DSL and a referral made to the safeguarding hub. Harm caused by child-on-child abuse will be treated seriously and is unacceptable at Woodlands. All children will receive education and guidance on positive and safe relationships. Our team of
- Designated Safeguarding deputies will receive updated training around child on child abuse. All staff will be updated with individual risk assessments as they arise. All staff are updated and are aware that children can abuse other children (referred to as child on child abuse). If children are worried about any of these behaviours they can report these via their class teacher or any adult within the school. They will be treated in the same way as all safeguarding disclosures. All child on child disclosures must be reported immediately to the DSL on site and the Headteacher. The DSL will disseminate this as appropriate.
See Appendix A
- Be committed to ensuring all children are safe and confident in discussing their mental health. Staff will work collaboratively and with other professionals to prevent impairment to a Children's mental health. All staff are aware that mental health can be, in some cases, an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. All staff should report any concerns around children's mental health by following the same process of all safeguarding disclosures. The DSL and DDSL's will ensure timely support is sourced from external agencies, where appropriate. In a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.
- Act in a timely manner if we are made aware that a child is living in a private fostering arrangement is one that is made privately (without the involvement of a local

authority) for the care of a child under the age of 18 years by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. The school keeps updated records of children who are privately fostered and informs the Local Authority in line with Local authority guidelines of these arrangements. Where appropriate this information will be shared with all staff.

- Provide early help which is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. Early help can also prevent further problems arising. All staff are equipped to identify children who may benefit from early help and are trained to spot the signs and indicators that can make children vulnerable. At Woodlands the DSL and DDSL's who support children and can offer a range of interventions. As part of this support key staff will refer children and families to Family Intervention Service (FIS) This will be either via an Early Help referral or via a FIS advice session.
- Woodlands follows the guidelines set out in KCSIE 2023 and recognises that some children maybe in need of early help and these include children who are:
 - disabled and has specific additional needs;
 - have special educational needs (whether or not they have a statutory Education, Health and Care Plan);
 - a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is at risk of modern slavery, trafficking or exploitation;
 - is at risk of being radicalised or exploited;
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
 - is misusing drugs or alcohol themselves;
 - has returned home to their family from care; Is a privately fostered child

Woodlands will follow guidance from the Sheffield Children's Safeguarding Partnership around the thresholds of need. All child protection concerns will be categorised with a level of need.

These are identified as:-

Threshold 1 – Universal Need – All children are at this level. This is for when information is received but requires no further action.

Threshold 2 – Universal Plus – Where intervention has taken place in school to address a concern. This should include a parent meeting or phone call and a conversation with the child.

Threshold 3 – Partnership Plus – This involves direct engagement and co-ordinated support with school and one external agency. This could include; FIS early help, CYT, GP, CAMHS.

Threshold 4 – Targeted Complex – A co-ordinated multi-agency approach is required in line with local procedures and guidelines. This could include; Child in Need plans, Multi-agency meetings.

Threshold 5 – Acute / Specialist –There is an immediate risk of significant harm. Section 47 is needed. School will take part in a strategy meeting at the Sheffield Safeguarding Hub.

School will follow guidance from the lead agencies at this time.

- Woodlands is working alongside South Yorkshire Police on Operation Encompass. Woodlands has identified key staff within the safeguarding team to act as links for the initiative. Woodlands has trained key adult in school (The DSL and DDSL) who will be notified preferably PRIOR to the start of the next school day that a child has experienced or maybe affected by an incident of Domestic Abuse that the police have attended. The DSL or their deputy will be the person available each day to receive the details of the Incident and assess the type of support needed for the child. The information should be treated in the same way as other Child Protection disclosures. Woodlands will then be in an informed position to support them in a way that is right for that particular child or young person, either with silent or overt support. Interventions by school staff should be in response to the actions or disclosures of the child. Discussions should not be initiated with parents or the child in relation to the disclosure by the police.

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 Mercia Trust policy

TRAINING:

All staff will receive Safeguarding Induction from DSL prior to starting at Woodlands. Staff returning from long term sickness or maternity leave will receive an induction refresher.

Designated staff will receive training on an annual basis.

All staff will have an update of their basic safeguarding training every three years and a refresher annually.

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 also receive an information leaflet when they begin their volunteering.

Governing body

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.

Review cycle

This policy will be reviewed annually.

Wendy Scott, Deputy Head/ Designated Safeguarding Lead

September 2023

Next review July 2024

Appendix A

Types of 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. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence. 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.

Honour-based abuse (HBA)

Honor-based abuse encompasses incidents or crimes which have been committed to protect or defend the honour of a family and/or community. It includes female genital mutilation (FGM), child marriage, and practices such as breast ironing.

It can also be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be

aware of this dynamic & additional risk factors when deciding what form of safeguarding action to take e.g. 'honour' based violence might be committed against people who:

- defy parental authority
- become involved with a boyfriend or girlfriend from a different culture or religion
- have sexual relationships before marriage (mostly only women and girls)
- want to leave an arranged marriage
- use alcohol/drugs not endorsed by the cultural/religious belief
- want to get out of being forced into marriage/want leave a child marriage
- wear clothes or take part in activities that might not be considered traditional/acceptable within a culture or religion
- are the subject of gossip/rumour (even if untrue) about any of the above

All forms of HBA are abuse (regardless of the motivation) & should be handled & escalated as such.

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-yearsold, 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.

Indicators

Staff may become aware of a child 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 classes.

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 child is at immediate risk of, or has undergone FGM, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately.

The DSL/D must:

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

Staff should not:

- Examine a child (unless part of their normal personal care, e.g. nappychanging, disability care etc.)
- Treat such concerns as a 'domestic' issue
- Ignore what the child 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 child's family or community, in advance of any enquiries by the police, adult or children's social care

Useful resources

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

Child on child abuse

Context and Definition

Child on child 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 children. All staff should be aware that child on child abuse can take place when both parties are in a relationship and can be in the real world and on-line. Always take complaints seriously. Staff should be aware that 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.

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.

All staff should be aware of safeguarding issues from child on child abuse including:

- bullying (including cyber-bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual violence and sexual harassment

- sending of nude or indecent images, previously referred to as sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

This abuse can:

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

Staff should be aware that 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

Expected staff (DSL) action following a report:

- Gain a statement of facts from the child/ren
- 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

A risk assessment of an incident between children should be completed by the DSL and should 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

See appendix B (flowchart)

Prevent

Schools share the responsibility to prevent children from being drawn into terrorism, not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Woodlands should be a safe space 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, we should 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. Through PSHE and the wider curriculum. Staff should be alert to 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.

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. These young people can be as young as 10 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
- 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

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online

Some of the following can be indicators of CCE can be children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- suffer from changes in emotional well-being;

- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Indicators of CSE could be any of the above plus children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections or become pregnant.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. 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.

See appendix B (flowchart)

Appendix B Sexual Harrassment and Sexual Violence flowchart

Safeguarding Handbook for Schools

***PART FOUR:
RESPONSE TO REPORTS**

See also KCSIE Part 5

