



Child Protection Policy

Mrs C Chappell

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1. Aims

Beck Primary School is committed to safeguarding all children.

“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.”
Keeping Children Safe in Education Part 1 (September 2020)

Everyone has a role to play in identifying concerns, sharing information and taking prompt action. The school will ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance, [Keeping Children Safe in Education \(September 2020\)](#) and [Working Together to Safeguard Children \(July 2018\)](#), and the [Governance Handbook \(March 2019\)](#). We comply with this guidance and the procedures set out by the Sheffield Children Safeguarding Partnership. (www.safeguardingsheffieldchildren.org).

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM \(April 2016\)](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children

- Statutory [Prevent duty departmental advice \(June 2015\)](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Disqualification under the [Childcare Act 2006 \(as amended, 2018\)](#), which sets out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- 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 part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are showing signs of being drawn into anti-social or criminal behaviour
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Have returned to their family home from care or are privately fostered

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the Sheffield Children Safeguarding Partnership. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand the following documents:

- Part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(September 2020\)](#),
- [Guidance for safer working practices for those working with children and young people in education settings \(May 2019\)](#)
- [What to do if you're worried a child is being abused \(March 2015\)](#)
- [The Prevent Duty \(June 2015\)](#).
- Staff code of conduct
- Child Protection policy
- Social networking policy
- Whistleblowing policy

and review this guidance at least annually.

All staff will be aware of, and follow:

- Our systems which support safeguarding, including the staff Code of Conduct and the role of the designated safeguarding lead (DSL) and designated safeguarding deputies (DSD).
- Their responsibility to provide a safe environment in which children can learn.
- The early help process and their role in it, identifying children who may benefit from early help, liaising with the DSL or deputy, and sharing information with other professionals to support early identification and assessment.
- The referral process in school if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.
- Whistleblowing procedure and what to do in the event they have any concerns about the behaviour of an adult in school.

Section 12 and Appendix 4 of this policy outline in more detail how staff are supported to do this.

Through the curriculum and wider learning in school, children will be provided with opportunities and experiences that teach them about safeguarding and enable them to recognise when they are at risk and how to get help when they need it.

Staff will participate in appropriate training, including a safeguarding induction as soon as they commence employment, regular safeguarding updates including through staff meetings, emails and relevant documents, and basic safeguarding training at least every 3 years.

Staff should always act in the best interests of the child when concerned about their welfare.

5.2 The designated safeguarding lead (DSL)

The DSL is **Clare Chappell**, Deputy Head of School. The DSL takes lead responsibility for child protection and wider safeguarding and can be contacted via the school telephone number 0114 2467536 or by email cchappell@beck.sheffield.sch.uk.

When the DSL is absent, the deputies - **Matthew Pont**, Pastoral Manager, **Diane Sherwin**, Learning Mentor, and **Lindsey Barron**, Learning Mentor – will act as cover and can be contacted via the school telephone number (0114 2467536) or mobile telephone 07895 948487. If the DSL and deputies are not available, **Jenny Coats**, Head of School, will act as cover.

The DSL and deputies will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description. The DSL and deputies will attend all relevant training including annual advanced safeguarding refresher training and specific issue-led training as appropriate.

5.3 The governing board

The governing board will approve this policy at each review, and hold the headteacher to account for its implementation. The governing board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. The designated safeguarding governor is Yvonne Simpson. The safeguarding governor can be contacted via the school telephone number 0114 2467536.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

5.4 The head of school

The head of school is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3).
- Coordinating a response in the event of the school being required to contribute to a serious case review.
- Ensuring the relevant staffing ratios are met.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

6. Confidentiality

Timely sharing of information is vital to safeguarding and promoting the welfare of children through multi-agency working, co-ordinating offers of early help, reducing the risk of harm and assisting with public protection. Although confidentiality remains of the upmost importance, it must not be a barrier to effectively safeguarding or protecting a child. Consent to share information will be sought whenever possible and staff will be open and honest with children and their families about why, what, how and with whom their information will be shared. Information is always shared on a need-to-know basis, but consent is not needed if a child is suffering, or is at risk of, significant harm. Staff will never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.

Keeping children safe in education (2020) states that "The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing

information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.” (para 85).

[Information sharing: advice for practitioners providing safeguarding services \(July 2018\)](#) guidance is always followed.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Appendix 4 gives further information about specific safeguarding issues including children missing in education, child sexual and criminal exploitation, female genital mutilation (see section 7.3), so called “honour-based” violence, private fostering and preventing radicalisation (see section 7.5).

7.1 If a child is in immediate danger

Staff should act on concerns **immediately**, by speaking directly to the DSL or deputy.

7.2 If a child makes a disclosure

If a child discloses a safeguarding issue to a staff member, the staff member should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, exact words and phrases and actions, and do not put your own judgement on it.
- Add the incident to CPOMS and alert members of the safeguarding team. If the child is in immediate danger, speak to the DSL or deputy as well as adding the incident. If appropriate, make a referral to children’s social care and/or the police directly, and tell the DSL as soon as possible that you have done so.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education’s Keeping Children Safe in Education explains that 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 a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers that an act of FGM appears to have been carried out on a **girl under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have a good reason not to, teachers must still consider and discuss any such case with the DSL or deputy and involve children's social care as appropriate. The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL or deputy and follow our local safeguarding procedures. **Any member of staff** who suspects a pupil is *at risk* of FGM, must speak to the DSL or deputy immediately. This will be followed by an immediate referral to children's social care.

7.4 If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger. Where possible, speak to the DSL or deputy first to agree a course of action. You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Early help

If early help is appropriate, the DSL or deputy will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate. The DSL or deputy will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL or deputy will make the referral. This will initially be made by telephone to the Sheffield Safeguarding Hub screening team, and will be followed up by the completion of a Multi-Agency Confirmation Form (MACF). The local authority will update the school of the outcome in writing within 3 days. The person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

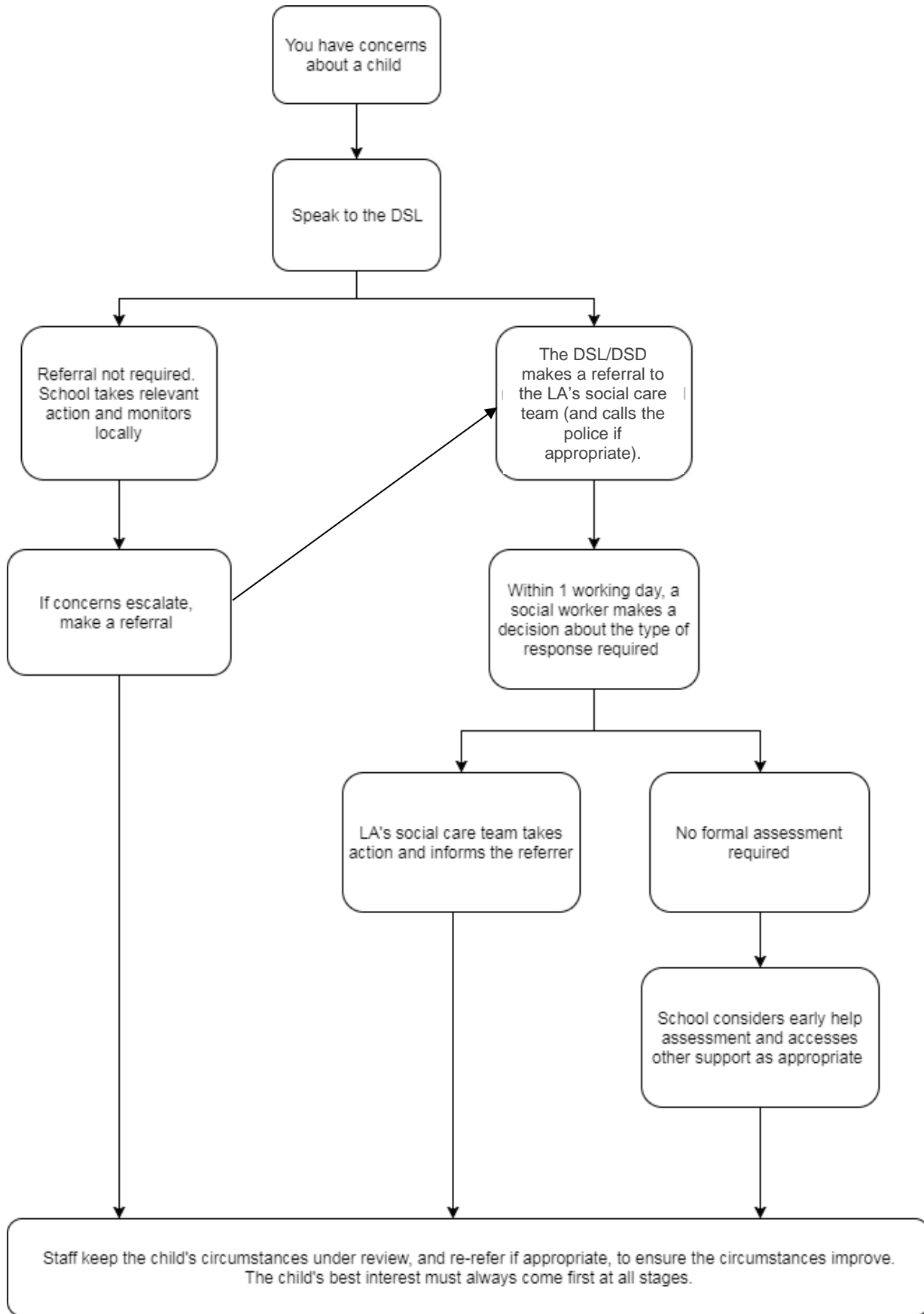
7.5 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL or deputy first to agree a course of action. Where there is a concern, the DSL or deputy will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Figure 1: Procedure if you have concerns about a child's welfare



7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the Head of School or Executive Headteacher. If you have concerns about the Head of School or Executive Headteacher, speak to the Chair of Governors.

The Head of School/Chair of Governors will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate within Early Years, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

This policy is in line with guidance from the Sheffield Safeguarding Children's Board '[Allegations of Abuse against Staff and Volunteers](#)' (September 2020).

7.7 Allegations of abuse made against other pupils (Peer on peer abuse)

We recognise that children are capable of abusing their peers. This is referred to as peer on peer abuse.

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

- Bullying
- Physical abuse or behaviour causing physical harm including hitting, kicking, shaking, biting, hair pulling or otherwise.
- A potentially criminal offence.
- Conduct that could put pupils in the school at risk.
- Violence.
- Pupils being forced to use drugs or alcohol, or initiation type violence and/or rituals.
- Sexual violence or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting). Annex A of [Keeping children safe in education \(September 2020\)](#) contains further information regarding this. Additional guidance can be found in [UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people \(2017\)](#) and [Sexual violence and sexual harassment between children in schools and colleges \(May 2018\)](#).

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

- Staff must tell the DSL and record the allegation, but do not investigate it.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- A risk assessment and support plan will be put into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person

they can talk to if needed. The Sheffield Children Safeguarding Partnership [Peer Abuse and Assessment \(September 2020\)](#) guidance will be followed.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff confidentially by discussion at Pupil Voice meetings, setting standards introductions and during 1:1 support sessions.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Further information can be found in the Sheffield Children Safeguarding Partnership policy on [Peer Abuse and Assessment \(September 2020\)](#) or on the OFSTED blog [‘What is peer on peer abuse?’](#)

8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child’s parents. The DSL or deputy will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL or deputy.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children’s social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved, following advice from the local authority children’s social care team.

9. Technology and online safety

9.1 Online safety for pupils

Online safety is part of the statutory computing curriculum and is a focus in other areas of the curriculum, particularly around pupils’ use of the internet. Pupils need to learn to evaluate online information and to take care of their own safety and security when using technology.

Safeguarding concerns around pupils’ use of technology will be dealt with following the school’s normal safeguarding procedures. We recognise that in some instances, parents wish for their child to bring a mobile phone to school for use when walking to and from school. This must be switched off on arrival at school and must be handed over to the Pastoral Manager / Learning Mentor for safekeeping on entry to the building. The mobile phone should be signed in and out by the child on each occasion.

9.2 Staff mobile phones and cameras

The school's policy on the use of personal mobile devices e.g. phones and cameras can be found within the Online Safety Policy, this has been written in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the [Data Protection Act 2018](#) (DPA 2018). The staff Acceptable Use Policy enforces this and is distributed and agreed annually with all staff (Appendix 5).

10. Complaints and concerns about school safeguarding practices

10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

10.2 Other complaints

Other complaints in school are handled in accordance with the whole school Complaints Procedure. This includes safeguarding-related complaints of other types – for example, those related to pupils or premises.

10.3 Whistleblowing

The school's Whistleblowing policy states that:

'If you are concerned that a young person is at risk of harm, the guidance in the DfE's Keeping Children Safe in Education document and the Management of Allegations of Abuse Schools Policy obliges you to report your concerns. If you are concerned that a young person is being harmed or at risk of being harmed, or you have a concern about a staff member, volunteer or contractor's suitability to work with children, you should report this using the Management of Allegations of Abuse Policy. If, however, you are concerned that:

- an individual's professional practice, or
- the leadership and/or management of the school, or
- the school's policies, procedures and/or ways of working

may be undermining the safety and wellbeing of young people, or leaving them vulnerable to risk, or you are worried about the way in which safeguarding allegations have been managed, you should express these concerns through the Whistleblowing Policy.'

The Management of Allegations of Abuse policy (approved June 2020) is accessible to all staff on the school network.

11. Record-keeping

All safeguarding concerns, discussions and decisions made must be recorded in writing. This is done through the use of the CPOMS online recording system. If you are in any doubt about whether to record something, discuss it with the DSL or deputy.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained in line with the Sheffield Children Safeguarding Partnership procedures, including the [Pupil Transitions \(September 2020\)](#) and the [Safeguarding Files and Access Requests \(September 2020\)](#) guidance.

Information is shared with other agencies when appropriate, in line with the Sheffield Children Safeguarding Partnership [Information Sharing \(September 2020\)](#) policy.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

12. Training

12.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the Sheffield Children Safeguarding Partnership.

Basic Safeguarding training is completed as a whole school every 3 years, or individually as new staff join the school. As the Safeguarding Sheffield Children's Partnership are not currently offering face to face training due to the impact of Covid 19, all staff are required to complete the e-learning '[Safeguarding Children in Education](#)'.

All staff receive training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive training appropriate to the role that they are carrying out.

12.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training annually. In addition, they will update their knowledge and skills at regular intervals (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

12.3 Governors

The lead safeguarding governor will receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. All

governors will receive regular updates regarding safeguarding in school and specific safeguarding issues.

12.4 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

12.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

13. Policy Monitoring arrangements

This policy will be reviewed **annually** by the DSL. At every review, it will be approved by the full governing board.

14. Links with other policies

This policy links to the following school policies and procedures:

- Anti-bullying
- Attendance
- Behaviour
- Complaints procedure
- Curriculum
- First aid
- Health and safety
- Management of Allegations of Abuse
- Online safety
- Sex and relationship education
- Social networking policy for staff
- Staff code of conduct
- Whistleblowing
- Sheffield Safeguarding Children’s Board policies and procedures:

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

Appendix 1: Indicators of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (Peer on Peer abuse).

Neglect: 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Keeping Children Safe in Education (September 2020)

Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below).
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. Further detailed information and guidance about this can be found here: <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>, including the criteria for disqualification, and details of which staff are covered by the legislation. A person who is disqualified under the 2018 regulations may not:

- provide relevant childcare provision
- be directly concerned in the management of such provision

Under the 2018 regulations, we are no longer required to establish whether a member of staff is disqualified by association. Disqualification by association is only relevant where childcare is provided in domestic settings. Accordingly, we are not entitled to ask their staff questions about cautions or convictions of someone living or working in their household.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity

- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

All governors and trustees will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local governors will have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Appendix 3: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police. We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

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

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

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the academy trust.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately refer the allegation with the designated officer at the local authority (The LADO in Sheffield is Hannah Appleyard. Referrals are made using the LADO form on the Sheffield Children Safeguarding Partnership website). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services

and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are on-going. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

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

Specific actions:

- **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

- **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

- **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

- **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

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

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

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

This will include consideration of (as applicable):

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

These procedures are in line with the Sheffield Safeguarding Children's Board guidance: '[Allegations of Abuse against Staff and Volunteers](#)' (September 2020).

Appendix 4: specific safeguarding issues

Further information for staff about specific forms of abuse and safeguarding issues can be found in [Keeping Children Safe in Education Part 1 \(September 2020\)](#).

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

School will ensure that there are at least 2 emergency contacts for each child in case of non-attendance with no contact from parents. This contact information will be used to obtain a reason for absence.

We follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Further information can be found in [Children missing education: statutory guidance for local authorities \(September 2016\)](#).

Child sexual exploitation

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. [Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation \(Feb 2017\)](#).

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Child criminal exploitation: County Lines

Child criminal exploitation (CCE) is a geographically widespread form of harm that is a feature of county lines criminal activity, particularly linked to drugs networks where children and young people are groomed to transport drugs and money from urban areas to suburban and rural areas. County lines exploitation:

- Can affect any child or young person under 18 years of age
- Can affect any vulnerable adult over 18 years of age
- Can still be exploitation even if it appears consensual
- Can involve force, enticement-based methods and violence or threats of violence
- Can be perpetrated by individuals, groups, males, females, young people or adults

- Is typified by some form of power imbalance

Female Genital Mutilation

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"

- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

So called “honour-based” violence

So called “honour-based” violence (HBV) includes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. This may include FGM, forced marriage and practices such as breast ironing. This often involves a wider network of family or community pressure. All forms of HBV are abuse and should be reported following school safeguarding procedures.

Preventing radicalisation and the Prevent Duty

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils’ behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance

- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information can be found in [The Prevent Duty \(June 2015\)](#).

Private fostering

Private fostering is an arrangement that is made privately without the involvement of the local authority. It applies to the care of a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more (including occasional short breaks).

A 'close relative' is a grandparent, brother, sister, aunt or uncle, step-parent, whether of 'full blood' or 'half-blood' or by marriage/civil partnership.

The Children Act 1989 places a duty on all professionals involved (including education settings) to notify the local authority immediately when they are aware of an intention to begin a private foster care arrangement, or when they are notified of such circumstances. This should be reported to the DSL/DSD following school reporting procedures.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Check for information about changes to the normal collection routines.
- Make all reasonable attempts to contact parents, carers or others with parental responsibility at home or at work, and other adults authorised to collect the child or vulnerable young person from the setting
- Not allow the child to leave the premises with anyone other than parents, carers or another authorised person.
- If no-one can be contacted to collect the child or vulnerable young person after one hour after the end of school, the relevant Children's Social Care Area Team or Police will be contacted.
- The child or vulnerable young person will stay at the setting in the care of two DBS checked staff members until safely collected either by the parent, carer, other authorised person, social worker or police officer.
- If necessary Children's Social Care will assess the child or vulnerable young person's situation & find appropriate and safe alternative accommodation if needed.
- Make a full written report of the incident and outcome using CPOMS.

Staff ICT Acceptable Use Policy

These statements are designed to ensure staff and other adults in school are aware of their professional responsibilities when using ICT equipment. All users should follow the guidelines at all times. Staff are responsible for their behaviour and actions when using ICT equipment (including the Internet) at school as well as when they are using portable devices (e.g. laptops and iPads) at other locations (such as their home).

User Responsibilities

- Any use of school ICT equipment, including portable devices, is to be for professional purposes is agreed by the school's senior management team.
- Any images/videos of pupils or staff should be for professional purposes only and have the relevant consent. They should be taken on school equipment, and stored and used onsite. Such images should not be taken off-site without permission and valid reason.
- All material on portable devices must be for professional purposes only. Sending, accessing, uploading, downloading or distributing offensive, threatening, pornographic, obscene, illegal or sexually explicit materials is not allowed and will result in disciplinary actions. If you accidentally encounter such material you should follow your school's procedure and report this to the Head of School immediately.
- Posting of images/videos on the internet into a public forum is strictly forbidden, without the express permission of the Head of School.
- Any online activity should not harass, harm, offend or insult other users.
- Use of the school's internet/e-mail accounts for financial or commercial gain or for any illegal activity is forbidden. All school related email should be sent/received via your school email account; personal email accounts must not be used.
- Users are not allowed to have music or install software (including apps) onto portable devices. However, if a user wishes content to be added to a device, they can request this to be done by the school's Network Manager.
- Users are not allowed to download or install any hardware or software onto the school network without permission. Those responsible for installing software should be confident it is adequately licensed, appropriate for educational use, and GDPR compliant.
- Jail breaking (i.e. the process of which removes any limitations placed on by the manufacturer) is strictly prohibited as it results in a less secure device.
- Individual users are responsible for the setting up and use of any home internet connections with portable devices.
- Portable devices are subject to routine monitoring by the School. Devices must be surrendered immediately upon request by the Head of School / ICT Co-ordinator / Network Manager/Business Manager.
- The School is not responsible for the financial or other loss of any personal files/data that may be deleted from a portable device.
- Personal mobile phones must not be used during the school day other than in staff only areas where they cannot be seen by children, e.g. staffroom. Personal mobiles must not be visible to any child in school at any time, regardless of whether or not they are in use.
- If a portable device is lost, stolen, or damaged, the Head of School / ICT Co-ordinator / Network Manager must be notified immediately.
- Users must set a password/code on their portable devices to prevent misuse.
- Usernames, passwords/codes and other logon details should be kept secure and not revealed to anyone else. Care should be taken to ensure you logout when not actively using ICT equipment. You should not allow an unauthorised person to access the school ICT equipment.
- Items deleted from portable devices cannot be recovered.
- Memory space is limited and work related content takes precedence over personal files on all portable devices.

- Any ICT equipment found unattended should be given to the Network Manager/ ICT Co-ordinator/Head of School immediately.
- Ensure that any files on removable media (e.g. USB drives) are free from viruses and other malware before use and that such devices are not used for carrying sensitive data or details of pupils, parents or other users without suitable security and without permission from the Head of School.
- Personal or sensitive information should only be taken off-site if agreed with the Head of School, and must be stored on an encrypted device.
- You should ensure that any personal or sensitive information you use or access (e.g. SIMs data) is kept secure and used appropriately.
- Users are not to have current pupils as friends on social network sites and also need to be aware of the impact other contacts may have. Users must ensure privacy settings are such that only friends may see their profile. Staff should be aware that anything published online which could be viewed by others, (e.g. Facebook or Twitter) and brings the school into disrepute could result in disciplinary action.
- Any online activity, including messages sent and posts made on websites, and including activity outside of school, should not bring the user's professional role or the name of the school into disrepute.
- Users will not give out personal details, or the personal details of other users, to pupils or parents or share them on the internet. In particular they should ensure their home address, personal telephone numbers and email accounts are not shared with children, young people or parents.
- Users should respect intellectual property and ownership of online resources they use in their professional context, and acknowledge such sources if used.

Safeguarding and Maintaining as a Tool

- Users must use the protective covers/cases provided for any portable devices.
- Only a soft cloth or approved laptop screen cleaning solution is to be used to clean a laptop screen.
- Do not subject any portable device to extreme heat or cold.
- Do not store or leave any ICT equipment unattended in vehicles.
- The whereabouts of the laptop should be known at all times.
- It is a user's responsibility to keep the laptop safe and secure.

Finally

- The School reserves the right at any time to confiscate and search ICT equipment.
- Users understand that all files, communications and Internet activity may be monitored and checked at all times to protect your own and others' safety, and action may be taken if deemed necessary to safeguard yourself or others.
- The school reserves the right to make appropriate charges if staff persistently fail to keep equipment secure resulting in loss or damage. Such action will be considered on a case by case basis at the discretion of the Head of School.
- The School may decide not to replace equipment which is lost or damaged. Items which are considered to be 'luxury', non-essential items will not be replaced.
- Users in breach of this policy may be subject to but not limited to: disciplinary action; confiscation; removal of content; or referral to external agencies in the event of illegal activity.