

# KING EDWARD VII SCHOOL POLICY



## Safeguarding and Child Protection Policy (incorporating the Self Harm Policy)

### Document Adopted by Governing Body

Date: February 2018

Signed (Chair):  
*Barbara Walsh*

Date: February 2018

Print Name: Barbara Walsh

Date of Next Review: September 2018 (in light of Keeping Children Safe in Education Consultation for 2018)

Leadership Team Responsibility: Catherine Jackson

## CONTENTS

1. Policy Front Sheet – introduction and key personnel
2. Purpose of the Policy
3. Definitions
4. Prevention, Protection, Support
5. Framework
6. Key related Policies
7. Roles and Responsibilities
8. Child Protection Policy
9. Child Protection and the Family Common Assessment Framework  
Procedures
10. Training and Support
11. Confidentiality and Information Sharing
12. Supporting students at risk
13. Disabled children
14. Allegations involving a member of staff
15. Definitions of abuse
16. Specific issues: child sexual exploitation, self harm and suicide; forced  
marriage, honour based violence, female genital mutilation, extremism and  
radicalisation, peer abuse
17. Reasonable force
18. Self-Harm Policy
19. Confidentiality, consent and information sharing (student's rights)
20. Appendices:
  - Appendix A – Useful contacts and telephone numbers
  - Appendix B – Safeguarding and Independent Review Service
  - Appendix C – Sheffield's Safeguarding Services
  - Appendix D – A Good Practice Guide to Safeguarding in Education
  - Appendix E – Information Sharing and Confidentiality
  - Appendix F – MAST and Social Care contact details
  - Appendix G – National and local guidance

**POLICY FRONT SHEET**

We all have a statutory duty to “safeguard and promote the welfare of children”. If you have any concerns about the health and safety of a child at this education setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away. Some issues, e.g. a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small rather than ignore or miss a concern. You must do this by using CPOMS (Child Protection Online Monitoring System) which will send immediate notifications to the Safeguarding Leads, Pastoral Managers and Year Leaders.

**However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm, e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. If you are unable to contact them you can ask the School office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.**

The people you should talk to at this setting are:

**The Designated Safeguarding Lead is:**

Ms Catherine Jackson, Assistant Headteacher

Her office is located on the ground floor at Lower School.

**The Designated Safeguarding Leads are:**

Miss Catherine Jackson, Assistant Headteacher, Inclusion and Safeguarding (DSL)

Mrs Louisa Warde, Assistant Headteacher Key Stage 4

Mr Tim Hutchinson, Post 16

Mrs Lynne Clarke, Student Welfare Officer

Ms Clare Corker, Safeguarding and Children who are Looked After

**The Safeguarding Team in the School includes:**

**Headteacher:** responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns

**Ms L Gooden**

**Designated Safeguarding Lead (DSL):** a member of the leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to the other staff, liaising with the local authority, and working with other agencies.

**Ms Catherine Jackson**

**Designated Safeguarding Deputy (DSD):** a member of the teaching, support or pastoral staff, in a post which requires assessment of children, with sufficient status and authority to effectively deputise for the DSL role above. Cannot be an administrative or finance worker.

**Mrs Louisa Warde, Assistant Headteacher Key Stage 4**  
**Mr Tim Hutchinson, Post 16**  
**Mrs Lynne Clarke, Student Welfare Officer**  
**Ms Clare Corker, Safeguarding and Children who are Looked After**

**Special Educational Needs Coordinator (SENCO):** staff member who provides advice, liaison and support for School staff and other agencies working with students with special education needs and their mothers, fathers or carers.

**Mrs Carol Addy**

**Looked after Children (CLA) Designated Teacher:** promotes the educational achievement of 'looked after' children who are on the School roll, helps staff understand issues that affect how they learn and achieve, and ensures appropriate staff have the information they need.

**Ms Catherine Jackson – supported by Pastoral Managers and Year Leaders**

**Online Coordinator:** develops and maintains an e-safe culture within a setting.

**Mr Charles O'Daly and Mr David Kavanagh**

**Your Safeguarding Children Team also links in with the:**

Safeguarding/Child Protection Governor, **Mr Peter Dickson:** ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the Governing Body, remedies deficiencies and weaknesses that are identified.

**Chair of Governors:** takes the lead in dealing with allegations of abuse made against the Headteacher (and other members of staff when the Headteacher is not available), in liaison with the Local Authority, and on safe recruitment practices with the Headteacher.

**Mr Peter Dickson**

**Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Headteacher unless it involves them and then it should be reported directly to the Chair of the Governing Body.**

Designated Safeguarding Lead	Catherine Jackson
Deputy Designated Safeguarding Leads	Lynne Clarke Tim Hutchinson Louisa Warde Clare Corker
Designated Safeguarding Governor	Peter Dickson

Date: February 2018

Next Review Date: September 2018 (in light of Keeping Children Safe in Education Consultation for 2018)

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

(In this document a child is defined as anyone who has not yet reached their 18<sup>th</sup> birthday. ‘Children’ therefore means ‘children and young people’ throughout.)

## Safeguarding Young People Integrated Practice Policy

### 2. Purpose of the Policy

- To safeguard children and young people
- To implement the Every Child Matters strategy, which the School still adheres to, to improve outcomes for children and young people
- To facilitate the sharing of information so children and young people in the School (including vulnerable; with additional needs etc) can access services and support they need
- To present and share information relating to the Family Common Assessment Framework (FCAF) and School procedures.
- To present clear procedures to safeguarding children and young people.

### 3. Definitions

**Safeguarding** incorporates all we do to ensure children grow up in circumstances that are safe, to protect them from maltreatment and to prevent the impairment of their health and development.

**Child protection** is the activity undertaken to protect specific children who are suffering or at risk of suffering significant harm. This could be from a single traumatic event or an accumulation of significant events which interrupt or damage the child's physiological or psychological development.

Legislation places responsibilities on School staff in the identification, prevention and management of child abuse and of safeguarding children from harm. Staff in schools are well placed to notice changes in children's behaviour, injuries and other indicators of abuse. As trusted adults they may also receive disclosures from students about issues relevant to their safety. King Edward VII School fully recognises the contribution it can make to protect children and young people and support them in School.

The Sheffield Safeguarding Children Board (SSCB) have laid down guidelines to be followed in relation to safeguarding children and these have been used in reviewing and developing our policy.

There are three main elements to our safeguarding policy:

- Prevention
- Protection
- Support to students

The policy applies to **all** staff, teaching and support, full or part-time, supply or agency, volunteer helpers or students on placement.

## **4. Prevention, Protection, Support**

### **Prevention**

We will

- Establish an ethos where children feel secure, are encouraged to talk and are listened to.
- Provide a curriculum showing awareness of children's needs and development and helping students to protect and care for themselves.
- Ensure children know that there are adults in School who they can approach if they are worried or are in difficulty.
- Ensure that where possible effective working relationships are established with parents and colleagues from other agencies.
- Ensure that staff are informed and aware of the need to observe students for any changes in behaviour or appearance and to report concerns.
- Identify vulnerable children and give them support to communicate their needs and concerns to appropriate adults.
- We will ensure all staff, including temporary and supply staff, know the name of the DSL and understand their responsibilities for child protection.
- We will follow safe recruitment in checking the suitability of staff and volunteers to work with children. All adults working in the School will be checked following the appropriate guidance. Visitors to the School will not be with students without supervision unless we know they have been DBS (Disclosure and Barring Services) checked (see Guidance on Visitors to School for further details).

### **Protection**

All adults working with children have a responsibility to protect them. However, there are key people who have specific responsibilities under safeguarding procedures. We will ensure that designated people are in place and have received appropriate training for their roles.

- DSL – responsible for coordinating information within School, advising staff or seeking further advice, liaising with external agencies, keeping all child protection records and arranging training for staff.
- DSD – to support DSL, act with DSL or in DSL's place to advise staff or seek further advice, liaise with external agencies, attend conferences and core meetings.
- Headteacher – to be aware of all child protection issues and to act in the absence of DSL/DSD. To act on any allegations against staff.
- Designated Governor – to ensure procedures are followed, reports to governors produced and to deal with allegations against staff. To attend training for safeguarding for nominated governors.

We will ensure all staff and volunteers are aware of their responsibilities in being alert to and reporting child protection concerns.

## **Procedures**

- We will follow the procedures set out in Keeping Children Safe in Education 2016 and also Supporting Students in Schools with Medical Conditions April 2018. These procedures will be shared with staff.
- We will ensure that staff are aware of the need to share concerns and that they cannot promised children to keep issues confidential.
- We will ensure that child protection issues are dealt with in a confidential manner with only those with a 'need to know' being informed.
- We will ensure that staff have appropriate training in child protection to carry out their duties effectively, and keep a record of training completed.
- We will log all concerns on the School's electronic system to alert key staff (Child Protection Online System)
- All child protection records will be kept securely by the DSL and not stored with other records.
- All safeguarding staff to meet regularly to discuss safeguarding matters.

## **Information Sharing**

- We will make referrals to and share information with other agencies following agreed procedures.
- We will develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection, including attendance at case conferences.
- We will discuss with students and their families any information or assessments we record, how and why we will share this information with other agencies and gain their consent where appropriate.
- We will promote the effective transfer of safeguarding information by requesting this from primary schools, ensuring documents are passed on quickly if students leave King Edward VII School and request any information about any new starters during term time.
- We will report annually to governors on safeguarding issues using the safeguarding children annual report format.
- We will request safeguarding information from previous schools when a child starts after September Year 7.
- If King Edward VII School staff are aware of any student being privately fostered they should inform the safeguarding team who in turn will liaise with the private foster carer and inform the Local Authority of the arrangement.

## **Support to students, parents and staff**

### **Students**

We recognise that children who are abused, have witnessed violence or suffer extreme problems may be severely affected by their circumstances. Their behaviour may be withdrawn or challenging and defiant.

We will endeavour to support students by:

- An ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- A Consistent Conduct Policy which aims to support vulnerable students by criticising behaviour and not the person.
- Ensuring they are offered appropriate support through the School's pastoral system and the curriculum.
- Monitoring attendance and keeping the appropriate authorities informed of any concerns.
- Offering support to identified students who have child protection plans.
- Liaising with other agencies to support the students.
- Ensuring appropriate information is transferred to a new School immediately a student with a child protection plan leaves King Edward VII School.
- Ensure that decisions made put the safety and well-being of the child first.
- A poster/leaflet in every form room explaining the role of safeguarding and members of the team.

## **Parents**

We will

- Ensure parents have an understanding of the responsibility placed on staff with regard to safeguarding.
- Discuss any safeguarding needs of a child/young person with their parent/carer as early as possible in an open and honest manner.
- Arrange meetings at times and in locations that parents/carers can attend and feel comfortable so that their views can be listened to.
- Seek the consent of the student and parent/carer before sharing information.
- Support and advise parents on issues relating to their children and agree any requests for support that may be identified wherever possible.
- Issue a leaflet giving a summary of key safeguarding information to parents of new starters.

## **Staff**

We will give clear guidance to staff on how to work safely with children. Guidance will cover:

- Staff responsibilities with regard to safeguarding
- Appropriate contact with students
- Working in one to one situations with students
- Avoiding situations where allegations may be made against them
- All staff will be kept informed of safeguarding procedures through information in the Staff Handbook, on the shared drive in the safeguarding folder, through regular briefings and via the Safeguarding Bulletin. These will include expectations, definitions of and recognition of abuse.
- New staff will be given safeguarding training as part of the induction process
- Supply teachers, volunteers and visitors to the site will be informed of our safeguarding procedures and informed who to report to in the case of concerns.

- We will follow the Safeguarding Board Procedures where an allegation is made against a member of staff or volunteer.
- It is the responsibility of the PFI contractor to ensure that their employees meet safeguarding recruitment standards. We will ask for written confirmation that this is the case and inform their staff of our School procedures.

## 5. Framework

Child protection and safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practise are the responsibilities of the Sheffield Safeguarding Children Board (SSCB).

Sheffield, all professionals must work in accordance with the SSCB Child Protection and Safeguarding Procedures.

Our School also works in accordance with:

- 'Keeping Children Safe in Education' (DfE, 2015)
- 'Working Together to Safeguard Children (DfE, 2015) (in light of changes to statutory guidance – February 2018)
- 'Information Sharing' (DfE 2015)
- 'Disqualification under the Childcare Act' (DfE 2006)
- 'Thresholds of Needs Guidance' (Sheffield 2012).

The document 'Keeping Children Safe in Education' – DfE March 2016, **MUST** be read in conjunction with this policy. This document is located in the Safeguarding folder (Admin O).

## 6. Key Related Policies

This Policy should be read and used in conjunction with related policies in School. These include:

- Anti-Bullying Policy
- Attendance Policy
- Consistent Conduct Policy
- Equality Statement
- Exclusions Policy
- Health and Safety Policy
- Online Safety Policy
- Risk Assessment Policy
- Supporting Students with Medical Conditions Policy
- Trips and Visits Policy
- Volunteers Policy
- Whistle-Blowing Policy

## 7. Roles and Responsibilities

- All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our School with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads) are shown on the Policy Front Sheet.
- The Designated Safeguarding Lead in School has responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They must ensure that everyone in School (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Children's Social Care are made in accordance with local procedures. If for any reason the Designated Safeguarding Lead is unavailable, one of the Deputy Designated Safeguarding Leads will act in their absence. A designated member of staff will be available at all times the School is open to respond to safeguarding concerns and offer advice.
- The Governing Body and School Leadership Team are responsible for ensuring that the School follows recruitment procedures that help to deter, reject or identify people who might abuse children (see 'Keeping Children Safe in Education' for further information).
- The Designated Governor for Safeguarding ensures there is an effective Safeguarding Policy in place and that this is updated annually. Governors will not be given details relating to individual cases or situations to ensure confidentiality is not breached.
- The Headteacher and/or the Designated Safeguarding Lead provide an Annual Safeguarding Report for the Governing Body. This report is sent to the Education Safeguarding Children Advisors at the Sheffield Safeguarding Children Board (SSCB).
- This Child Protection and Safeguarding Policy is published on the School website alongside a link to the full set of SSCB School policies and procedures. Ofsted have confirmed that any Sheffield School or education setting can adopt the safeguarding policies and procedures on the SSCB website. The Local Authority is responsible for ensuring that they are accurate and updated annually.
- The School will actively promote online safety (e-safety) on our website and signpost stakeholders to information that will help keep children safe online.

## 8. Child Protection Policy

**Guidance on Child Protection for Teaching and Support Staff, Supply Teachers, Trainees, Governors and Volunteers in School. A copy of each document is available on the network in the Safeguarding file.**

Adults in schools in regular contact with students are in a position to get to know these individuals, often quite well, to develop trusting relationships and to observe changes in behaviour or appearance. An individual adult may be chosen by a student to share confidences or concerns of a personal nature. Regrettably, these occasions may include circumstances in which child abuse is suspected or alleged. All such situations must be taken seriously. Definitions of abuse are given in Section 15.

**It is the policy of King Edward VII School to safeguard the welfare of its students and all others involved in the work of the School by protecting them from physical, emotional or sexual harm. The policy also extends to protect all students from forms of neglect.**

It is the responsibility of each individual adult to ensure that his or her behaviour in dealing with students is professional and appropriate at all times.

Details of the steps to take if abuse of any kind is suspected or alleged are included in this policy. The School has trained Designated Safeguarding Leads, who are:

- Linda Gooden (Headteacher)
- Catherine Jackson (Whole School Safeguarding)
- Louisa Warde (Assistant Head Key Stage 4 )
- Tim Hutchinson (Post 16)
- Clare Corker (Safeguarding and Children who are looked after)
- Lynne Clarke (Student Welfare Officer)

These colleagues can advise further and there is also a Local Authority Designated Officer, Hannah Appleyard, who has formal responsibility for liaison with other agencies including Social Services and the Police.

If there is an allegation or suspicion of abuse this must be reported ***immediately*** to one of the DSLs. Appropriate action will then be taken without delay by the DSL. Neither the School nor the Local Authority have an investigative function. The welfare of the young person is at all times the paramount consideration. Swift accurate reporting of what has given rise to the suspicion or allegation will enable the proper authority to give advice and take appropriate action. The use of CPOMS enables us to record concerns, actions and interventions swiftly and effectively. All staff are trained to use CPOMS (Child Protection Online Monitoring System).

### **Procedure:**

#### **In the event of a student making a disclosure**

- 1) Be calm and reassuring
- 2) Allow the student to talk to you without interruption

- 3) Accept what is said. Do not express doubt. Do not press for details. It will be for others to ascertain the facts
- 4) Explain that you will try to be helpful but that you **must** pass on what has been said to a designated DSL
- 5) Reassure the student that they have done the right thing in telling someone
- 6) Inform a DSL immediately. The relevant authority will then be informed. This is a legal requirement. The DSL will also immediately inform the Headteacher that a Child Protection issue has arisen.
- 7) Record the facts as you understand them, recording as accurately as possible everything that has been told you. Be precise and specific about details using CPOMS and alert key staff.
- 8) Confidentiality is vital at all stages. Do not discuss the matter with anyone else apart from the DSL. If a DSL is not available, please speak with a Pastoral Manager or Key Stage Year Leader.
- 9) If appropriate, you may be asked to support the student and be involved with a subsequent case conference.

### **Non-accidental injury**

If you notice or suspect that a student has suffered injury or signs of injury (eg bruising, cuts etc.) which cannot be attributed to an accident

- 1) Record the facts as you know them as accurately as possible.
- 2) Inform a DSL immediately of your concerns, giving the DSL a copy of your notes and complete a CPOMS referral to alert key staff.
- 3) Please highlight on the body map where the injury may be found.

A decision will then be made whether to ask the student directly about the suspected or actual injury or whether to observe further.

If a student starts to talk to you about such signs of injury or actual injury, then follow the disclosure procedure described above.

### **If you suspect a student may be the victim of physical, emotional or sexual abuse**

- 1) Record the facts as you know them as accurately as possible.
- 2) Inform a DSL immediately of your concerns, giving the DSL a copy of your notes and complete a CPOMS referral to alert key staff to the concern.

### **If you receive an allegation of abuse about an adult at the School or about yourself**

- 1) Record the facts as you know them as accurately as possible.
- 2) Inform the Headteacher immediately of your concerns, providing a copy of your notes.

**In conclusion, if you believe or know you may be dealing with a possible case of abuse you must not investigate but you must refer the matter immediately. All members of staff must abide strictly by the terms of this policy.**

## Remote Supervision

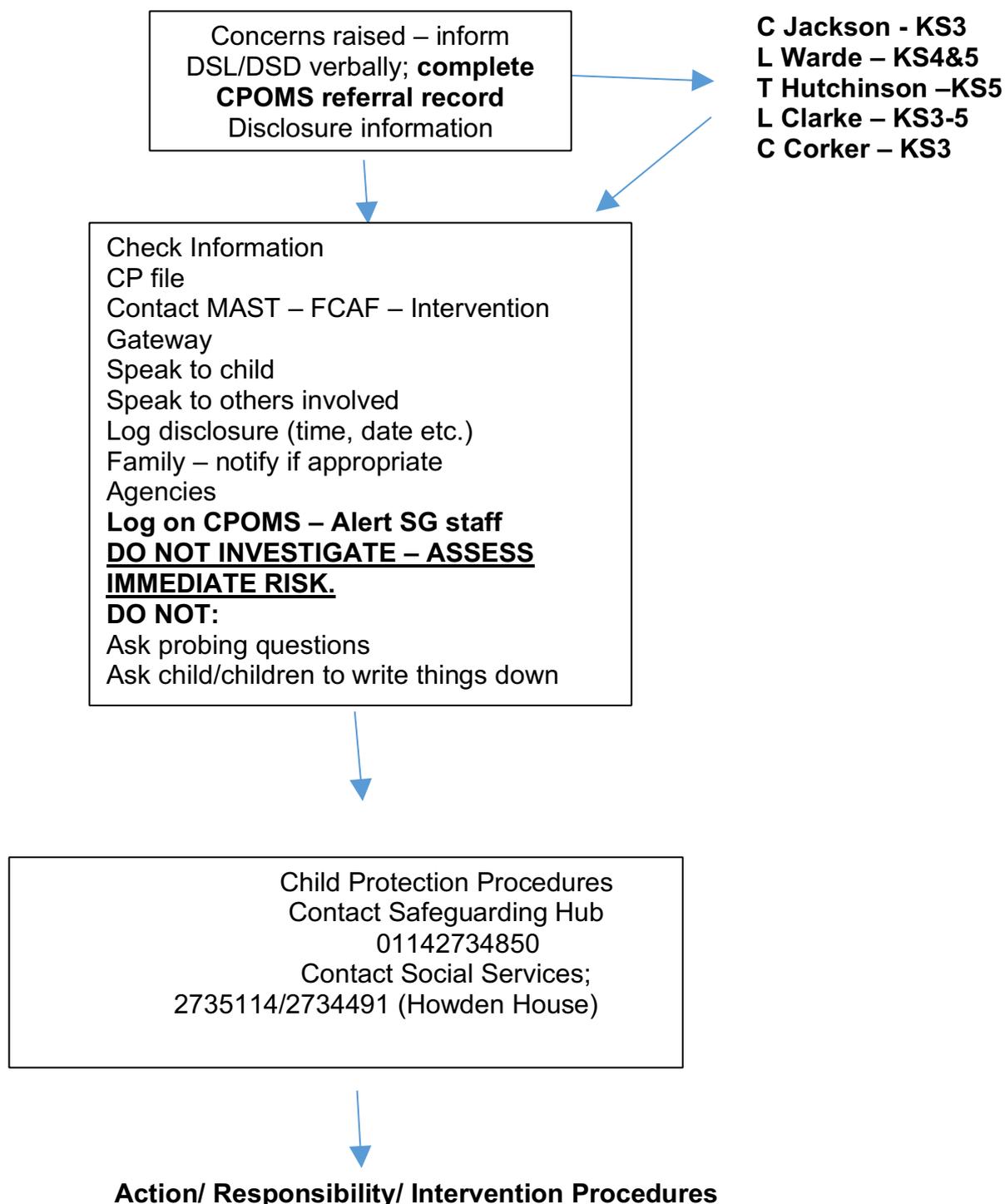
In a few exceptional cases, e.g. D of E expeditions, it may be necessary for staff and students and possibly parents to share contact telephone numbers. This is sanctioned by the Leadership Team and Headteacher as long as the following conditions are in force.

1. It is essential, in order to ensure that all are safe. The Risk Assessment reflects this.
2. The trip organiser/group leader informs the Educational Visits Co-ordinator of who has staff and student contact numbers.
3. No personal information should be given to official helpers/assistants who are not CRB checked. Ideally, helpers/assistants should have completed an enhanced CRB check. Contact numbers should only be given to those that absolutely need them, as judged by the Group Leader.
4. All staff, students and parents consent to the deletion of personal numbers immediately after the trip returns as a condition of the trip. Risk assessment to reflect this.
5. No one should pass on any information to a third party.
6. All students/staff should be briefed about the responsible use of personal information and the legal implications of its misuse. Sanctions for improper use range from a complete ban from school trips to outside agency involvement.
7. Where possible, a School phone may be supplied to reduce the need to use personal mobiles.

Note: These conditions apply to all trips, both in and out of School hours.

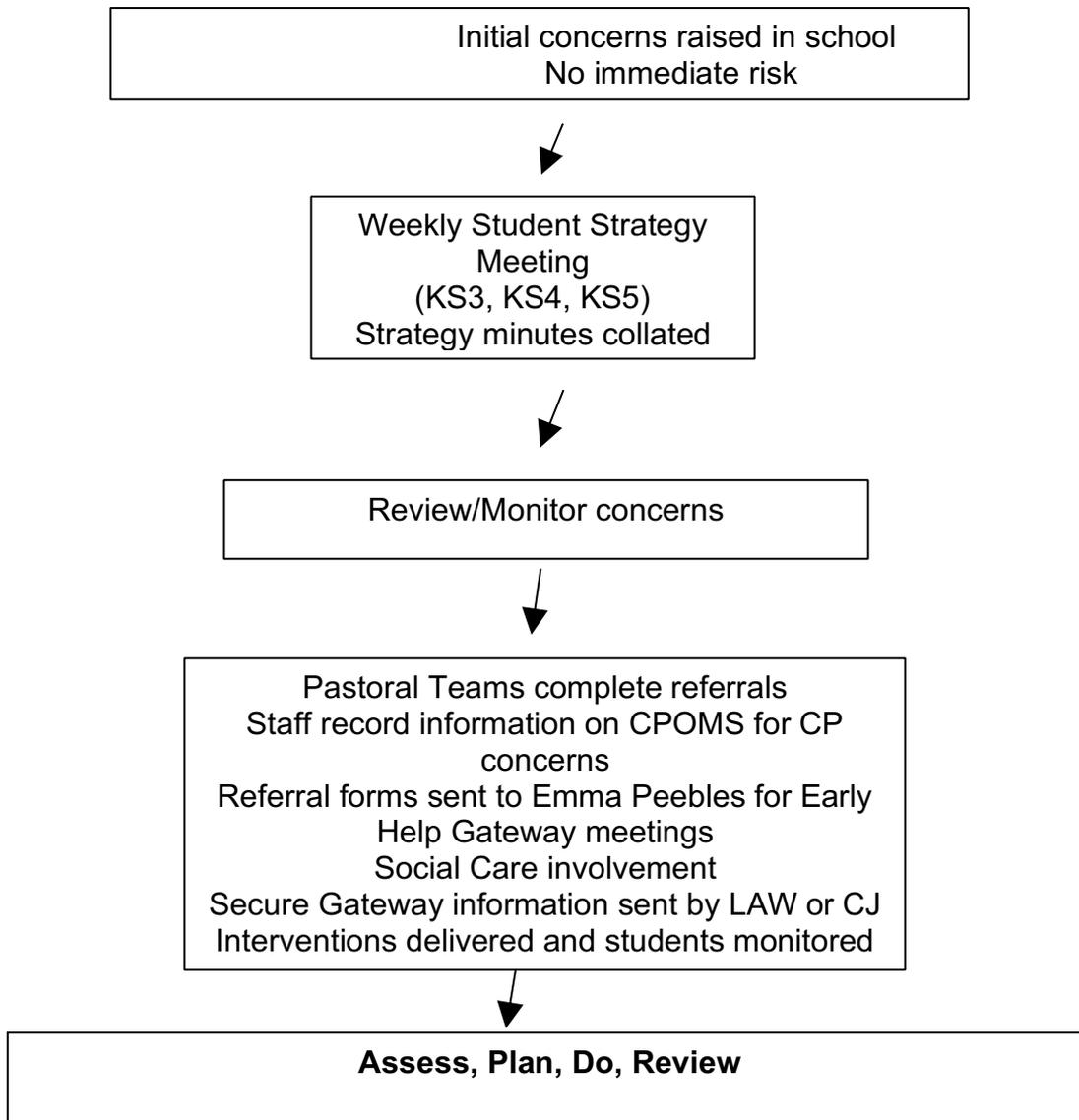
## 9. Child Protection and the Family Common Assessment Framework

### Procedure – CHILD PROTECTION



If you require further information contact Ms. C Jackson, Safeguarding Lead.

**PROCEDURE: Early Help Intervention / FCAF**



## 10. Training and Support

- The Sheffield Safeguarding Children Board has agreed that Designated Safeguarding Leads and Deputies should attend Advanced Refresher Safeguarding Children in Education Training for a half-day each year in order to keep up to date with the developments taking place in their area of safeguarding and to allow networking to take place between similar settings.
- The School will ensure that the DSL (and Deputies) also undertakes multi-agency training as appropriate.
- Whole Staff Safeguarding Training takes place every three years in line with statutory requirements.
- All staff have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of the Safeguarding Induction and are referred to in the Code of Conduct.

## 11. Confidentiality and Information Sharing

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding and child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student, nor should they agree with a student to keep a secret as, where there is a child protection concern, this **MUST** be reported to the DSL or Deputy and may require further investigation by appropriate authorities.
- Any member of staff receiving a disclosure of abuse will make an accurate record (on CPOMS) as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be dated and signed and will include action taken.
- Any allegation or disclosure involving a member of staff, a child's foster carer or a volunteer at the School **MUST** be reported directly to the Headteacher, unless it involves the Headteacher and then it should be reported directly to the Chair of the Governing Body.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only. Any information shared with a member of staff must be treated confidentially.
- The School recognises that it is essential to establish positive and effective working relationships with outside agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all children. We share information:
  - To ensure the fullest possible picture of the child's circumstances
  - To enable practitioners to assess the needs of the child properly

- To co-ordinate and improve service provision to the child and family
- To protect other adults and children

Some examples of information to be shared:

- Child seems hungry, inappropriately dressed, has hygiene concerns;
- Child's behaviour is concerning or has changed e.g. aggressive, withdrawn, overly familiar, and sexually inappropriate;
- Suspicion/evidence child has an injury e.g. awkward/protective movement, bruising, marks, cuts, burns;
- Things said by/about the child that are concerning

For further information see 'Information Sharing: advice for practitioners providing safeguarding services' (DfE 2015).

The School ensures:

- That all written information concerning a child of a child protection or safeguarding nature is kept in a secure place.
- That photocopies are not to be made or retained by other staff.
- That apart from the DSL and Deputies, the only other staff who may have access to such information are those who demonstrate 'the need to know'.
- If a child transfers from the School, their safeguarding file will be forwarded to the new educational setting by recorded delivery, marked 'Confidential' and for the attention of the receiving School's DSL.

## **12. Supporting Students at Risk**

- The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.
- The School may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at School their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviour towards other children and adults.
- The School will endeavour to view such behaviour as the impact of abuse or harm suffered rather than viewing the behaviour as a problem within the child.

The School will endeavour to support all students through:

- The curriculum to encourage our students to stay safe, develop healthy relationships, self-esteem and motivation.
- The School ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of the School's Consistent Conduct Policy.

- A consistent approach which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop open and honest and supportive relationships with parents, with the child's best interest as paramount.
- Recognition that in a home environment where there is domestic abuse or drug or alcohol abuse, children may be in need of support or protection.

### **13. Disabled Children**

Under the Children Act 1989 (s17 (10)), a child or young person who is disabled is automatically a Child in Need. This is because without the input of identified services, they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired. The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities"; this may include some long term illnesses as well.

Disabled children and young people are more vulnerable to abuse for a range of reasons which include:

- May be socially more isolated
- Dependent on their carers for day to day assistance including intimate care
- They may have communication difficulties
- Be more vulnerable to bullying and intimidation
- May experience a lack of continuity of care so patterns of changes are missed
- May be fearful of making a complaint in case of loss of services
- May not have any one person to trust
- May not be believed
- May not be aware of good and bad touching by parents/carers

Practitioners should be aware of the impact on the whole family and any siblings as well. Some families with a disabled child may be vulnerable to anti social behaviour and bullying in their neighbourhood and other discrimination and hate crimes. All such concerns should be taken seriously by agencies.

### **14. Allegations Involving a Member of Staff**

- The School works in accordance with statutory guidance in respect of allegations against an adult working with children (in a paid or voluntary capacity).
- Schools must have processes in place for reporting any concerns about a member of staff (or any adult working with children) and have a named lead to whom concerns should be reported. This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in School to manage employment procedures. Staffing matters are confidential and the School must operate within statutory guidance around

Data Protection. In our School, any allegations about members of staff (or any adult working with children) must be made to the Headteacher, Ms Linda Gooden.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors, Mr Peter Dickson.

SSCB procedures require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the Local Area Designated Officer (LADO) in the SSCB on 0114 2734850 within one working day. No further action/investigation should take place until/unless sanctioned by the LADO.

For further information see 'Keeping Children Safe in Education' (Part 4, DfE 2016)

All staff must be aware of their duty to raise concerns about the attitude or actions of a colleague in line with the School's Whistleblowing Policy. This duty is regularly reinforced via training and staff briefings.

## **15. Definitions of Abuse**

**General Definition:** An abused child is someone under the age of 18 years who has suffered physical injury, physical neglect, non-organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission).

Some children will be deemed to be at particular risk where another child in the household has been harmed, or the household contains, or is regularly visited by, a known abuser (Person Posing a Risk to Children).

**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.

### **Possible signs and indicators of Physical Abuse may include:**

- Injuries that are not consistent with the explanation offered
- Presence of several injuries that are at various stages of healing
- Repeated injuries over a period of time
- Injuries that form the shape of a pattern (buckle, hand, iron, teeth, cigarette burns)
- Runaway attempts or fear of going home
- Extremely aggressive or withdrawn
- Drug/alcohol misuse
- Depression

**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 capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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.

**Possible signs and indicators of Emotional Abuse may include:**

- Bed-wetting or soiling that has no medical cause
- Has not attained significant developmental milestones
- Tearful, has low self-esteem
- Symptoms of depression, anxiety, withdrawal or aggression
  
- Self-harm, suicide attempts, engaging in drug or alcohol misuse
- Adult constantly calls the child names, labels the child or publicly humiliates them
- Adult has unrealistic expectations of the child
- Adult involves the child in 'adult issues' such as separation or access issues
  
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may 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.

**Possible signs and indicators of Sexual Abuse may include:**

- Self-harm
- Eating disorders
- Sexually transmitted disease(s)
- Sudden lack of interest in friends or activities
- Withdrawal from friends and family
- Goes missing
- Truancy and / or running away from home
- Suicide attempts
- Drug / alcohol misuse

**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 maternal 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.

**Possible signs and indicators of Neglect may include:**

- Unattended medical appointments
- Lack of supervision
- Nutritional deficiencies
- Inappropriate dress for weather conditions
- Developmental delays
- Not attending School
- Constant hunger or steals food
- Abandonment
- Lack of parental participation and interest

**16. Specific Issues**

**Child Sexual Exploitation (CSE)**

The sexual exploitation of children and young people is abuse and a criminal act. Many young people have been subject to what is called 'grooming' whereby an adult or a person of a similar age seeks to become their friend, supports their needs emotionally, financially and showers them with attention to make them feel special. In the eyes of the young person, the 'abuser/groomer' is seen as a friend, someone they can trust. Once in their power, the abuser may use the threat of physical, sexual or verbal harm to manipulate the young person. They may also seek to isolate the young person from their family and friends.

It can involve a broad range of exploitative activity, from seemingly 'consensual' relationships through to very serious organised crime. Increasingly adults are using the internet to meet and groom young people for sexual exploitation. Abuse of this kind can happen to anyone from any background. It does not just happen to young females – young males can be victims of abuse too.

The following are typical vulnerabilities in children **prior** to abuse:

- Living in chaotic or dysfunctional household (Parental substance abuse, domestic abuse, parental mental health issues, parental criminality)
- History of abuse
- Recent loss or bereavement
- Gang association
- Learning disabilities
- Low self-esteem or self-confidence
- Attending School with young people who are sexually exploited

The following signs and behaviour are generally seen in children who are **already** being exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Absent from School
- Repeat sexually-transmitted infections, pregnancy and terminations
- Estranged from their family
- Receipt of gifts from unknown sources

### **Self-harm and suicide**

Any child who self-harms or expresses thoughts about this or about suicide has to be taken seriously and appropriate help and intervention should be offered at that point. Definitions from the Mental Health Foundation (2003) are:

- Deliberate self-harm is self-harm without suicidal intent, resulting in non-fatal injury
- Attempted suicide is self-harm with intent to take life, resulting in non-fatal injury
- Suicide is self-harm, resulting in death

Informed consent to share information should be sought if the child is competent unless:

- The situation is urgent or seeking consent is likely to cause serious harm to someone or prejudice the prevention or detection of serious crime

If consent is refused or cannot be sought, it should still be shared if:

- There is reason to believe that otherwise it will result in serious harm to a child or young person
- The risk is sufficiently great to outweigh the harm
- There is a pressing need to share the information

If a competent young person wishes to limit information to their parents/carers or to withhold information, their wishes should be respected unless the conditions above apply. For further details see chapter 3.22 in Sheffield Safeguarding Children Board Child Protection Procedures.

### **Forced Marriage (FM)**

A Forced Marriage is a marriage conducted without the valid consent or one or both parties and where duress is a factor. FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage of a young person under the age of 18 is a child protection issue, because it is likely to cause significant harm. It impairs a young person's emotional health and development. It may also involve underage sex and/or rape. Young people taken out of School to be married overseas suffer the loss of educational

opportunities. As their marriages are not recognised in the UK many are kept overseas until they turn sixteen. Some young women may not be allowed to return home until they become pregnant. Young people unable to go against the wishes of their parents may suffer emotionally, leading to depression and self-harm.

Indications that a child may be at risk of being forced into marriage may encompass some of the following:

- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming School holidays
- Surveillance by siblings or family members at School
- Being withdrawn from School by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Prevented from going on to higher education

### **Honour Based Violence (HBV)**

Honour based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community.

Honour based violence, where it affects children and young people, is a child protection issue. It is an abuse of human rights. Children and young people who suffer Honour Based Violence are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases they are also at risk of being killed.

Indicators:

- Children may truant to avoid family and relatives knowing where they are
- Children may be isolated, depressed and there may be concerns about self-harming behaviour
- Families may continue to feel 'shame' and the risks may transfer to children or siblings
- Children may be excessively restricted in their movements; grounded permanently
- Denial of access to internet, phones, friends, passport
- Children may be stopped from seeing their mother

### **Female Genital Mutilation (FGM)**

FGM is a collective term for all procedures which include the partial or total removal of the external female genital organs for non-medical or therapeutic reasons. It is acknowledged that some FGM-practising families do not see it as an act of abuse. However, Female Genital Mutilation has severe significant physical and mental health consequences both in the short and long term, and must not be excused, accepted or condoned. The procedures are more common than most people realise and work is taking place worldwide to eradicate this illegal and dangerous practice.

FGM is illegal in the UK and in October 2015 it became mandatory to report all concerns about FGM on a girl under the age of 18 to the Police. This includes

historical cases which may have occurred many years previously and outside of the UK.

Signs and Indicators of FGM being planned may include:

- The family belonging to a community in which FGM is practised and that they are planning to take a child on holiday, arranging vaccinations or planning absence from School
- The child may also talk about a special procedure or ceremony that is going to take place. FGM does not take place exclusively abroad.

Indicators that FGM may already have occurred include:

- Prolonged absence from School with noticeable behaviour change on return, possibly with bladder or menstrual problems
- The child finding it difficult to sit still and looking uncomfortable, or complaining about pain between their legs
- The child taking a long time when they visit the toilet

## **Extremism and Radicalisation**

The 'Prevent' duty: All education settings must try to prevent people from being drawn into terrorism and extremism, whilst carrying out our usual educational functions. The Prevent Programme must not involve any covert activity against people or communities but specified authorities may need to share personal information e.g. to ensure that a person at risk of radicalisation is given appropriate support.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

Vulnerable children can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a child at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

Staff may also become concerned about the content of a student's written work (including drawings).

### **Peer Abuse**

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults and sexting.

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 Children or young people who harm others may have additional or complex needs e.g.:
- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

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

### **Recognising peer abuse:**

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

- Chronological and developmental ages of everyone involved

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

### **Taking Action:**

- Always take complaints seriously
- **Never ask a student for a written statement, it can interfere with a criminal investigation**
- Assess needs of victim and perpetrator
- Consider referral to Police or Social Care and contribute to multi-agency assessments

If a member of staff has a concern about any of the safeguarding issues listed above, they must pass these on to a member of the School's safeguarding team without delay.

Further information on specific safeguarding issues, including issue led guidance, can be found on the SSCB website. There are a number of factsheets and protocols in the Sheffield Safeguarding Children Board Child Protection and Safeguarding Procedures Manual which Designated Safeguarding Leads and Deputies (DSL/D's) will find useful for quick reference.

## **17. Reasonable Force**

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with students:

- 'Force' is either to control or restrain; e.g. guiding a student to safety, breaking up a fight, or restraint to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive, e.g. standing between students, or active, e.g. leading a student by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a student under control

All staff accompanying students on an education trip have a legal power to use reasonable force if authorised by the Headteacher. Staff should use their professional judgement of each situation to make a decision to physically intervene or not. They should avoid causing injury, pain or humiliation, wherever possible. Settings do not require parental consent to use force on a student.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder, e.g.

- Disrupting an event, trip or visit
- Leaving the classroom where this would risk their safety or disrupt others
- Attacking someone
- Restraining a student at risk of harming themselves through physical outbursts
- Stopping a fight

Reasonable force can also be used to remove disruptive students if they have refused an instruction to leave class

## **18. Self Harm Policy**

### **Introduction**

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young LGBT people and those with special educational needs. School staff can play an important role in preventing self-harm and also supporting students, peers and parents of students currently engaging in self-harm. This policy should be read in conjunction with the School's Child Protection and Safeguarding Policy.

### **Scope**

This policy describes the School's approach to self-harm. It is intended as guidance for all staff including non-teaching staff and governors.

### **Aims**

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to students who self-harm and their peers and parents/carers
- To provide support for staff dealing with self-harm

### **Definition of self-harm**

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair pulling
- Banging or hitting the head or other parts of the body

- Risk taking behaviour e.g. unsafe sexual behaviour, substance misuse.
- Eating disorders e.g. anorexia nervosa, bulimia nervosa

## Why young people harm themselves

The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it. There are links between depression and self-harm. Quite often a young person who is self-harming is being bullied, under too much pressure to do well at School, being emotionally abused, grieving or having relationship problems with family or friends.

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that's behind it. It can also make a young person feel they're in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they've done or have been accused of doing.

## Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

### Individual factors:

- Depression / low mood / anxiety / stress
- Poor communication skills
- Low self-esteem
- Poor problem solving skills
- Hopelessness
- Lesbian, gay, bisexual and transgender (52% of young LGBT people report self-harm either now or in the past. 44% of young LGBT people have considered suicide)
- Young Asian women (one study found that the suicide rate in women aged 16-24 years was three times higher in women of Asian origin than in White British women)
- Struggling to cope with existing emotional, mental and / or physical health problems
- Impulsivity
- Drug or alcohol abuse
- Feeling like you have no **control over your life**

### Family factors:

- Unreasonable expectations including pressure to conform / achieve
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family. This can result in students struggling at significant dates in the year e.g. anniversaries

### Social factors:

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

- Self-harm behaviour in other students or friends outside of the School setting (contagion effect)
- Self-harm portrayed **or reported in the media**

## **Warning Signs**

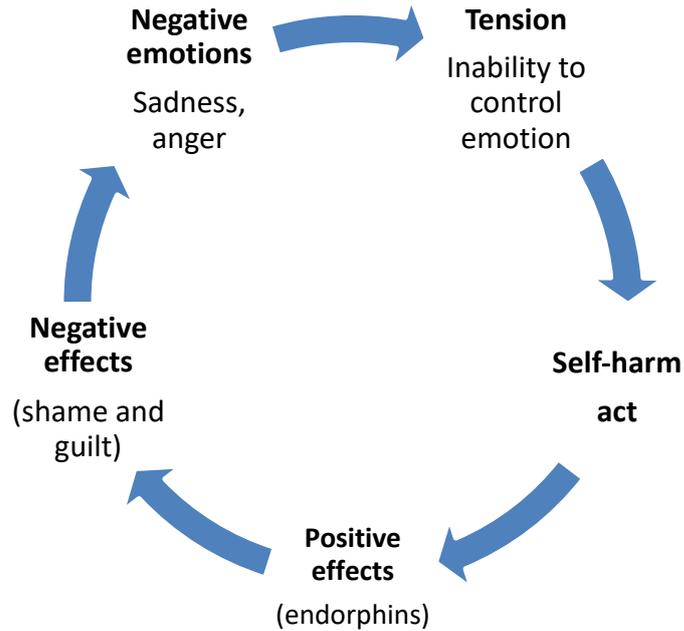
School staff may become aware of warning signs which indicate student is experiencing difficulties which may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from one of the Designated Safeguarding Leads.

### **Possible warning signs include:**

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family , becoming socially withdrawn
- Changes in activity and mood (e.g. more aggressive or introverted than usual)
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Displaying physical signs of self-harm such as cuts to arms or head banging

## **The cycle of self-harm**

When a person inflicts pain on themselves, their body produces endorphins. These are natural pain relievers and can give temporary relief from distress and induce a feeling of peace. This can become an addictive sensation which in turn makes it difficult for the person to stop the self-harm behaviours. Self-harming can cause physical pain but this is easier to manage than the emotional pain which led to the self-harm in the first instance. The cycle also results in the person feeling a sense of shame or guilt. Within a School setting staff can encourage a student who is self-harming to replace the self-harm behaviours with safer coping strategies.



### Management of the ‘Contagion Effect’

Staff who have been made aware that a student is self-harming must remain vigilant in case their peers are also self-harming. Self-harm can become an acceptable way of dealing with stress and anxiety within a friendship group and can enable students to have a sense of identity.

Each individual student may have different reasons for self-harming and should be given the opportunity for one to one support. It is not appropriate for the School to offer group support.

**Staff roles and responsibilities when working with students who self-harm**  
Students may choose to confide in a member of School staff if they are concerned about their own welfare, or that of a peer. If a student approaches a member of staff they should be listened to on a non-judgemental way. Staff should maintain a supportive and open attitude – a student who has chosen to discuss their concerns is showing a considerable amount of courage and trust.

Students must be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.

Any member of staff who is aware a student is engaging in or suspected to be at risk of engaging in self-harm should see a DSL and log the concern on CPOMS. The DSL will decide what action to take. This may include

- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- Undertaking a risk assessment with the student
- Offering one to one support including harm reduction work
- Contacting parent / carers \*

- Seek specialist advice
- Referring to an appropriate agency for further support

\*parents / carers will always be informed where the student is under 13 years old (unless to do so would put them at greater risk of harm in which case the School's Child Protection and Safeguarding Policy will be followed).

Clear records will be logged on CPOMS of all meetings with students including any risk assessments and actions taken. This information will be stored in the student's safeguarding file/record on CPOMS.

### **Dos and Don'ts - Advice for staff:**

#### **Do**

- Stay calm and do not show anxiety, disapproval or disgust
- Listen to the student
- Make it clear that you cannot offer complete confidentiality and must inform the School's Designated Safeguarding Lead
- Observe the student's non-verbal clues - does what they say and what you see match up?
- Reassure the student – they need to know they will be supported

#### **Don't**

- Panic. Self-harm is a complex issue. Panicking will not help the student feel safe and contained.
- Send the student away. Make some time for them or signpost them to a member of the safeguarding team.
- Be judgemental or refer to the self-harm as 'attention seeking'
- Work alone. Concerns must be recorded on CPOMS and passed to the School's Designated Safeguarding Lead
- Tell other members of School staff what the student has shared with you. Information is shared on a 'need to know' basis only.
- Contact parents / carers. This will be done by a member of the School's safeguarding team if appropriate.

## **19. Confidentiality, consent and information sharing – student's rights**

Confidentiality is a key concern for young people. Every student has the right to be treated with respect and dignity. They have the right to privacy, a safe environment and where appropriate, should be consulted and given the opportunity to express their views about decisions which may affect their lives.

The UN Convention on the Rights of the Child states that:

*"the wishes of a young person must be taken into account when considering their best interests"*

At King Edward VII School, we recognise that our students span the age range of 11 – 18 years. When considering making a judgement about their interests, the member of staff should also take into account the age and maturity of the student and subsequently, their ability to make an informed decision about their life.

Students have the right to request confidentiality from a member of staff. When considering this request, staff must take into consideration the following factors:

- The age and the competence of the student (use Fraser guidelines to determine emotional maturity, intelligence, vulnerability and comprehension of the issues))
- The risk to the student or any another young person under the age of 18
- Whether to break confidentiality would actually increase the risk of harm to the student
- Whether the issue is of a safeguarding nature and the School's Child Protection and Safeguarding Policy should be followed.

Having considered the above factors, there may be occasions when trained staff feel able to keep information about a students self-harming confidential. Parents and carers will not automatically be informed unless:

- The student is under 13 years of age
- The student is not 'Fraser competent'

In both the above circumstances, staff must have considered, using the documents on the following two pages, safeguarding factors to clarify whether informing parents / carers would increase the risk of harm to the student. In these situations the School's Child Protection and Safeguarding Policy would be followed.

All decisions relating to the agreement to keep information confidential must be clearly recorded with evidence of a thorough risk assessment in the student's safeguarding file. Risk assessments are an on-going process and it may be that information that initially has been kept confidential may need to be shared at a future point. The student will always be informed of a decision to break confidentiality and share information (unless to do so would place them at greater risk).

### **Useful sources of further information**

#### Childline

ChildLine offers free, confidential advice and support to under 18's.

0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

#### YoungMinds

For anyone concerned about a child or young person's mental health

[www.youngminds.org.uk](http://www.youngminds.org.uk)

Parent helpline: 0808 802 5544

#### Epic Friends

A website developed by the Sheffield Children's NHS Foundation Trust specialising in mental health issues such as self-harm

[www.epicfriends.co.uk](http://www.epicfriends.co.uk)

## **SELF HARM RISK ASSESSMENT**

This form MUST be completed for all self-harm incidents and securely stored in the student's safeguarding file.

Student Name:

Gender:

Student Age:

If under 13yrs then parents/carers must be informed unless to do so would place them at increased risk of harm. In such circumstances the School's Child Protection Policy should be followed.

Special Needs:

Incident (provide as much detail as known including location, method used, frequency and triggers):

Is/was first aid required?

Who else is aware?

Decision made with respect to contacting parents/carers and reasons for decision (consider age, competence, special needs, history, frequency, method used, triggers, past history and current presence of suicidal ideation and/or behaviours).

Action taken and recommendations for ongoing support

Report completed by:

## 20. Appendices

### Appendix A – Useful contacts and telephone numbers

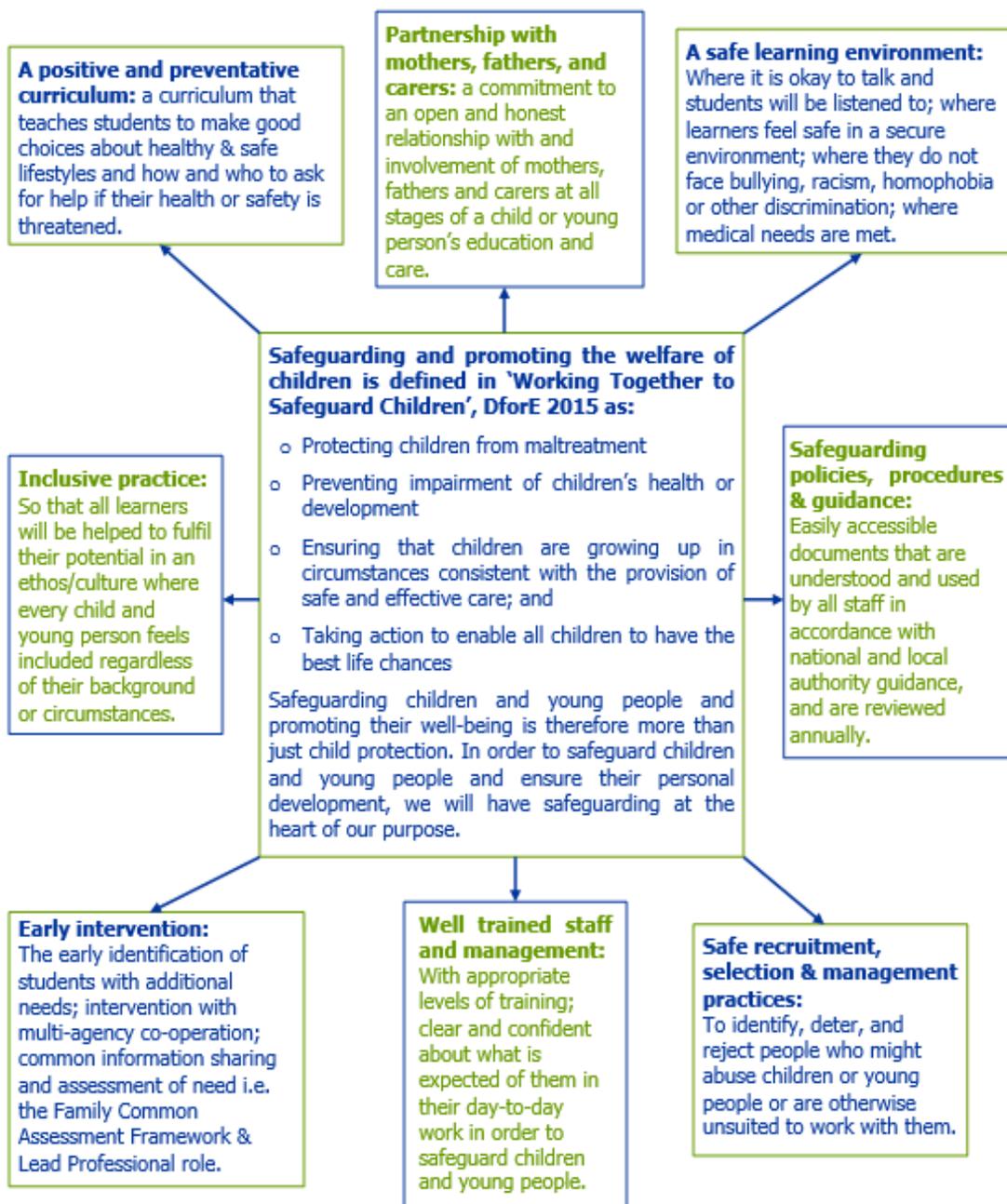
Service	Telephone Number	Contact Person / Comments
Sheffield Safeguarding Hub	0114 2734850	Experienced professionals e.g. Social Worker
Children's Services Howden House (CYPD)	2735722	
Escafeld House (Police) : child abuse, sexual offences	Central Referral Unit: 01709 832793 2570342 (Sheffield) or 2202020	
Family Support Services ( MAST)	0114 2053808/ 2506865	Emma Peebles
Flockton Community CAMHS	Union Road Nether Edge 2262305	
Safeguarding Service	Sheffield Safeguarding Service, CYPD Floor 4 Palatine Chambers 18.28 Pinstone Street 0114 2734850	Flora Bandele (link for KES and Families of Schools) – Safeguarding Advisor, Education
Multi-Agency Support Teams	See Appendix F	
Safeguarding Children Advisory Service	2734850	Experienced professional e.g. Social Worker
Social Services CYPF + Redvers House	2735114	
Child and Adolescent Mental Health Service Centenary Annexe 147a Uppertorpe Road	2260608 Fax: 2260620	

## Appendix B - Safeguarding and Independent Reviewing Service

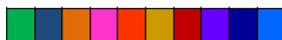
The Safeguarding Children and Independent Reviewing Service (SCIRS) will continue to provide advice and support on the following issues:

- Local Authority Designated Officer (LADO) and Prevent;
  - A LADO referral form can be downloaded from the Safeguarding Children website – [www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk) , completed and returned to the LADO inbox via secure email or faxed to the LADO.
  - The LADO/Prevent Coordinator can be contacted on 0114 2734850
- The Education Safeguarding Children Advisors can be contacted for advice on policies and procedures in regard to safeguarding in Education on 0114 2735655 or 0114 2053714 or email one of them on: [flora.bandele@sheffield.gov.uk](mailto:flora.bandele@sheffield.gov.uk) or [bea.kay@sheffield.gov.uk](mailto:bea.kay@sheffield.gov.uk)
- If you want to record a Safeguarding concern, The Safeguarding Hub can be contacted on 0114 2734850
- The Early Years Safeguarding Children Advisor can be contacted for advice on policies and procedures in regard to safeguarding in Early Years on [val.linnett@sheffield.gov.uk](mailto:val.linnett@sheffield.gov.uk)
- Child Protection Coordinators are available to give advice on 2734934:
  - to Children’s Social Care
  - to staff working in all agencies with children around child protection conferences
  - if a worker in any agency thinks there should be a child protection conference and Social Care disagree; the Effective Challenge and Escalation procedure should be followed. This procedure can be found in the SSCB Child Protection and Safeguarding Procedures Manual and is available on the Safeguarding Children website at; [www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk)
- The Independent Reviewing Service can be contacted around concerns relating to the reviewing or monitoring of care plans for looked after children on 0114 2734994
- The Substance Misuse Advisor can be contacted on 0114 2058214
- The Licensing Officer can be contacted on 0114 2736753 for advice around safeguarding children on licensed premises and in the taxi and hospitality services
- Safeguarding Children Training;
- Staff can contact SCIRS on 0114 2734530 for training enquiries
- Child Protection Enquiry Team (CPET) will continue as before on 0114 2734925 and can be contacted to determine if a child is, or has been subject of a child protection plan or to check if a Person Poses a Risk (PPR)
- The CDOP Business Support Manager (0114 2039669) or the CDOP Manager (0114 2053846) can be contacted if information or advice is required about a child who has died or on CDOP policies and procedures
- Child Sexual Exploitation (CSE) advice can be obtained from the Sheffield Sexual Exploitation Service on 0114 2018645, but please remember that referrals in regard to CSE should be made to Children’s Social Care

## Appendix C – Sheffield’s Safeguarding Services



## Appendix D – A Good Practice Guide to Safeguarding in Education



### To promote good practice you will consider the following guidelines when working with children, young people, parents & carers:

- Be clear about your safeguarding duties & responsibilities with all staff, volunteers, children, young people, parents & carers
- Discuss all safeguarding needs of a child or young person with their parents and carers (where appropriate) openly, honestly and as early as possible
- Ensure that all decisions that are made with the family put the safety & well-being of the child first
- Arrange meetings at times & locations that enable parents and carers to attend & consider their wishes about who else should attend
- Provide a comfortable and confidential room to meet in
- Ensure that people feel they will be listened to and their viewpoint valued
- Ensure that discussions are easily understood, using appropriate means of communication & interpretation, without relying on family members
- Recognise that age, development & culture can affect a person's understanding of an issue
- Ensuring that young people with sufficient understanding know they can talk to you without the knowledge or involvement of their parents & carers
- Ensure that children and young people know the limits of confidentiality
- Support & advise parents & carers about how to discuss issues with children and young people
- Work with other practitioners to intervene quickly to provide support and assessment to meet a child, young person and their family's needs
- Discuss and agree requests for support with the child and family as appropriate
- Consider support networks and coping strategies for the child or young person
- Ensure your support complies with ethical & diversity guidelines for your service
- Inform children, young people & their families about your setting's complaints procedure

### Your educational establishment should:

- Follow all policies and procedures with regard to individual and organisational safeguarding roles and responsibilities
- Clearly identify your Safeguarding Children Team for students, parents, volunteers and staff & ensure they have the appropriate resources to fulfil the role
- Ensure all supply, temporary & permanent staff & volunteers are appropriately trained to safeguarding children, know their responsibilities & who to refer concerns to
- Monitor & support children & young people who have safeguarding needs and ensure they have effective support to communicate with staff and feel valued
- Provide curriculum-based awareness education of abuse, neglect, online safety, healthy relationships, bullying, exploitation, etc.
- Ensure that parents & carers can understand & fully access safeguarding policies and procedures & include a summary of your safeguarding responsibilities in the prospectus and on your setting's website
- Develop an understanding of other practitioner and agency roles and responsibilities to safeguard children, young people and vulnerable adults
- Keep confidential & securely stored safeguarding records, share information appropriately with other agencies & attend meetings & conferences as required
- Ensure all staff are aware of how to deal with allegations of abuse made against members of staff & are supported to do so

#### Useful resources:

- [Working Together to Safeguard Children, DfE 2015](#)
- [Keeping Children Safe in Education, DfE 2016](#)
- [SSCB Child Protection & Safeguarding Procedures Manual](#)

#### Useful policies on the Safeguarding Sheffield Children website. Education settings:

- [Behaviour Guidelines](#)
- [Training Pathway](#)
- [Allegations of Abuse against Teachers and Staff in Education](#)



# Information Sharing and Confidentiality

**Information sharing is vital to safeguarding and promoting the welfare of children and young people and many serious case reviews have identified a failure to record, share & understand information and act appropriately.**

Sharing information between practitioners, agencies, the child or young person and their families, is essential to:

- Multi-agency working
- Early intervention & prevention
- Reducing the risk of harm
- Assisting with public protection

## **All education settings should:**

- Have arrangements in place which clearly set out the processes and the principles for sharing information internally, with other organisations and practitioners & the Sheffield Safeguarding Children Board (SSCB)
- Inform students and their families, through a leaflet, website or prospectus, about how they store & use information in all systems they use

Everyone needs to be confident that their personal information is kept safe and secure, and shared carefully, sensitively and appropriately.

In all situations except where a child or young person may be at risk of significant harm, information can only be shared with their consent, if appropriate, and/or their parents or carers.

## **'Public interest' includes:**

- Protecting a person from harm
- Promoting a person's welfare

**'Duty of confidence'** is a legal duty for health staff to protect personal information they see during their work. It can be disclosed if:

- Anonymised
- Required by law, under a court order
- Is in the public or child's interest
- For the protection of the public interest
- Preventing and/or detecting serious crime

## **Does Data Protection & Human Rights legislation stop me sharing information?**

- If information collection and sharing is to take place with implied or explicit consent, providing the individuals are clearly informed about the purpose of the sharing, there should be no breach of 'duty of confidence' or breach of the Human Rights Act 1998.
- If the information is confidential, and consent is not gained, then you need to be satisfied that there are grounds to override the 'duty of confidence' or that public interest would justify disclosure of the information.
- Confidential health information carries a higher threshold, but it should still be possible to proceed where the circumstances are serious enough (see 'duty of confidence' below)
- If sharing information is required by a court order, other legal obligation or statutory exemption, then it must be shared.
- The Data Protection Act 1998 provides a framework to ensure that personal information about a living individual is shared appropriately, balancing the rights of the person the information is about and the need to share information about them.

## **Do I always need consent to share?**

- You should always seek consent and be open and honest with the individual and their family, where appropriate, as to:
  - Why, What, How and With Whom,**
  - their information will be shared.
- Without consent, or explicit consent, you can share personal information if it is necessary in order to carry out your role, or to protect the vital interests of the individual where, for example, consent cannot be given.
- If it is unsafe or inappropriate to seek consent, i.e. where there are concerns that a child or young person is suffering, or likely to suffer significant harm, you do not need to obtain consent.

## Appendix F – MAST and Social Care contact details

<b>MAST &amp; Social Care contact details</b>	
<b>N O R T H</b>	<p><b>North Prevention &amp; Assessment Team (PAT):</b> Sorby House, 42 Spital Hill, Sheffield, S4 7LG Tel: <b>2331189</b> or <b>2039591</b> Fax: <b>2331042</b></p> <p><b>North Children’s Social Care, long term</b> Tel: <b>2039591</b></p> <p><b>North MAST</b> Tel: <b>2331189</b> Email: <a href="mailto:northmast@sheffield.gov.uk">northmast@sheffield.gov.uk</a></p>
<b>E A S T</b>	<p><b>East Prevention &amp; Assessment Team (PAT):</b> First Floor, Shortbrook Primary School, Westfield Northway, S20 8FB Tel: <b>2053635</b> or <b>2037463</b> Fax: <b>2053639</b></p> <p><b>East Children’s Social Care, long term:</b> Stadia Technology Park, Block D, 60 Shirland Lane, S9 3SP Tel: <b>2037463</b> Fax: <b>2037510</b></p> <p><b>East MAST</b> Tel: <b>2053635</b> Email: <a href="mailto:eastmast@sheffield.gov.uk">eastmast@sheffield.gov.uk</a></p>
<b>W E S T</b>	<p><b>West Prevention &amp; Assessment Team (PAT):</b> Old Sharrow Junior School, South View Road, S7 1DB Tel: <b>2506865</b> or <b>2736461</b> Fax: <b>2506713</b></p> <p><b>West Children’s Social Care, long term</b> Tel: <b>2734491</b> Fax: <b>2036370</b></p> <p><b>West MAST</b> Tel: <b>2506865</b> Email: <a href="mailto:westmast@sheffield.gov.uk">westmast@sheffield.gov.uk</a></p>
<b>C I T Y  W I D E</b>	<p><b>All public calls to Children’s Social Care:</b> Tel: <b>2734855</b> <b>(Practitioners) Out of Hours Team</b> Tel: <b>2734855</b> (Mon – Thurs 4.30pm-8.45am; Fri – Mon 4.30pm Fri to 8.45am)</p>
	<p><b>Joint Investigation Team (Social Work)</b> Tel: <b>2964608</b> SY Police Headquarters, Floor 2, Snig Hill, Sheffield, S3 8LY</p>
	<p><b>Children’s Disabilities Service</b> Tel: <b>2735368</b> Floor 6, North Wing, Moorfoot Building, Sheffield, S1 4PL</p>
	<p><b>Safeguarding Children Advisory Service (practitioners only):</b> Mon – Fri, 9-5pm; Tel: <b>2053535</b> Email: <a href="mailto:safeguardingchildrenadvice@sheffield.gov.uk">safeguardingchildrenadvice@sheffield.gov.uk</a> <b>Child Protection Enquiry Team (CPET)</b> Tel: <b>2734925</b> <b>Local Authority Designated Officer: 2053535</b></p>
	<p><b>Safeguarding Adults</b> Tel: <b>2736870</b></p>

## Appendix G – National and local guidance

<b>Safeguarding Sheffield Children Website</b> <a href="https://www.safeguardingsheffieldchildren.org/sscb">https://www.safeguardingsheffieldchildren.org/sscb</a>
<b>Working Together to Safeguard Children</b> <a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children--2">https://www.gov.uk/government/publications/working-together-to-safeguard-children--2</a>
<b>Keeping Children Safe in Education</b> <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>
<b>Information Sharing: Advice for Practitioners Providing Safeguarding Services:</b> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf</a>
<b>Early Years ( Under 5's ) Foundation Stage Framework ( EYFS ):</b> <a href="https://www.foundationyears.org.uk/eyfs-statutory-framework/">https://www.foundationyears.org.uk/eyfs-statutory-framework/</a>
<b>Thresholds of Need Guidance: Sheffield City Council</b> <a href="https://search3.openobjects.com/mediamanager/sheffield/fsd/files/dp20463_threshold_guidance_booklet.pdf">https://search3.openobjects.com/mediamanager/sheffield/fsd/files/dp20463_threshold_guidance_booklet.pdf</a>
<b>Sheffield Safeguarding Board and Child Protection Procedures</b> <a href="https://www.safeguardingsheffieldchildren.org/sscb">https://www.safeguardingsheffieldchildren.org/sscb</a>
<b>Sheffield City Council</b> <a href="https://www.sheffield.gov.uk/">https://www.sheffield.gov.uk/</a>
<b>NHS</b> <a href="https://www.nhs.uk/pages/home">https://www.nhs.uk/pages/home</a>
<b>Department for Education</b> <a href="http://www.gov.uk">www.gov.uk</a>
<b>OFSTED</b> <a href="https://www.gov.uk/government/organisations/ofsted">https://www.gov.uk/government/organisations/ofsted</a>
<b>SEND Sheffield</b> <a href="http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service">http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service</a>
<b>Sheffield Young Carers</b> <a href="https://www.sheffieldyoungcarers.org.uk/">https://www.sheffieldyoungcarers.org.uk/</a>