



Meadowhead School Academy Trust

Child Protection Policy



This is a policy of Meadowhead School.

**Meadowhead School is a Foundation School and a member of
the Meadowhead Community Learning Trust**

Staff Responsible:

Designated Safeguarding Lead

Revised:

September 2023

Approved by Governors:

December 2023

Child Protection and Safeguarding Policy

Note: Meadowhead School has adopted the Sheffield Model Policy for Safeguarding. This internal school policy endeavours to clarify that policy within the parameters of Meadowhead School.

Contents:

1. Introduction
2. Meadowhead School Commitment
3. Safer Recruitment and Selection
4. Safe Working Practice
5. Safeguarding Information for students
6. Partnership with Parents
7. Partnerships with others
8. School Training and Staff Induction
9. Related School Policies
10. Children Missing from Education
11. Confidentiality
12. Student Information
13. Roles and Responsibilities
 - 13.1 Governors
 - 13.2 Headteacher
 - 13.3 Named Child Protection Officer
 - 13.4 Adults involved with Meadowhead students
14. Procedures to ensure that students are safe
15. Responding to Disclosure
16. Action following a child protection referral
17. Recording and monitoring
18. Allegations regarding person(s) working in or on behalf of school (including volunteers)

Appendix 1: Named persons with responsibility for Child Protection and Safeguarding

Appendix 2: Identifying children and young people who may be suffering significant harm

This policy is the responsibility of the Headteacher. The monitoring of the effectiveness of this policy is the responsibility of the Interim Executive Board or Governing Body, as appropriate.

Child Protection and Safeguarding Policy

1. Introduction

This school recognises its legal duty under S.175/157 Education Act 2002 to work with other agencies in safeguarding children and protecting them from “significant harm”. These duties are defined by:

- “Working Together to Safeguard Children” (2018)
- “Safeguarding Children and Safer Recruitment in Education” (DfES 2006)

It applies to **all** adults, including volunteers, working in or on behalf of the school, visiting our school or working with our students on trips, visits or activities out of school.

2. Meadowhead School Commitment

Meadowhead School is committed to safeguarding and promoting the welfare of all of its students with a child centred approach. Safeguarding and promoting the welfare of children is everyone’s responsibility. We understand the importance of supporting the mental health and wellbeing of all our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. This means that at all times staff should consider, what is in the best interests of the children.

We are committed to protecting children from maltreatment;

- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care both at school and at home; and
- taking action to enable all children to have the best outcomes.

The Governors are required to keep children safe while at school, and to make sure that staff take part in inter-agency procedures to keep children safe from harm and abuse outside school. These procedures apply up to the age of 18.

All staff seek to adopt an open and accepting attitude towards children and young people as part of their general responsibility and duty of care. All staff at this school want parents and children to feel free to talk about any concerns or worries which may affect educational progress and that they will see the school as a safe place if there are any difficulties at home. Children will always be taken seriously and listened to carefully if they seek help from a member of staff.

Our work is underpinned by the statutory guidance for schools and colleges - **Keeping Children Safe in Education 2023**. Part One is distributed to staff to ensure that:

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse;
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and

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- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff receive appropriate safeguarding and child protection training (including online safety) at induction. The training is regularly updated and records of training kept.

All staff should be aware of their local Early Help process and understand their role in it.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Early help

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and

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- is persistently absent from education, including persistent absences for part of the school day.

3. Safer Recruitment and Selection

The school pays full regard to current DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews, and carrying out checks with regard to the Children's List, the Disclosure & Barring Service (DBS) and the right to work in England.

In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure is obtained for **all** new appointments to the school
- An up-to-date single central record is maintained detailing a range of checks carried out on staff
- All new appointments who have lived outside the UK will be subject to additional checks as appropriate
- Checks are made to ensure that Supply staff have undergone the necessary checks
- Identity checks are carried out on all appointments to our school workforce before the appointment is made
- A senior member of staff who has undertaken the Safer Recruitment in Education Training will lead each recruitment process

4. Safe Working Practices

Safe working practices are regularly outlined to all staff, and all new staff undertake a 1 hour induction session to cover these within 2 weeks of starting at the school.

Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions'
- work in an open and transparent way
- work with other colleagues, where possible, in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender or sexuality
- be aware of Confidentiality Policy (The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe).
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

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- know that any use of physical force or reasonable restraint will be carried out only as a last resort to protect the safety of the individual involved and that of other students, and documented in accordance with the relevant guidance and policy. If it is necessary to use physical action to protect a child from injury, to prevent a child from harming others, or if any child is injured accidentally, parents will be informed immediately. Children will not be punished within the school by any form of deliberate hitting, slapping, shaking or other degrading treatment.

5. Safeguarding Information for students

The school provides a care and guidance structure to ensure that all students in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm.

6. Partnership with Parents

The school shares a purpose with parents to maximise the achievement of their child, but within this to keep all students safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school is committed to share any concerns we may have about their child with parents and carers. Parents will be consulted and their consent obtained before any referral is made to an agency outside the school under local "children in need" procedures, unless to do so may place a child at risk of harm.

However, staff cannot guarantee to consult parents first, or to keep children's concerns confidential, if referral must be made to the appropriate agencies in order to safeguard the child's welfare.

We encourage parents to discuss any concerns they may have with the school and provide opportunities to do this. We make parents aware of our policy and parents are made aware that they can view this policy on request.

7. Partnerships with others

We recognise that it is essential to establish positive and effective working relationships with other agencies (social care, the police, health services and other services) to promote the welfare of children and protect them from harm. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

Regular communications between all agencies that have dealings with our students ensure that our safeguarding principles are upheld.

8. School Training and Staff Induction

The school's large team of staff with designated responsibility for child protection undertake basic child protection training and training in inter-agency working, and refresher training at yearly intervals.

The Headteacher and all other school staff, including support and ancillary staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up-to-date by refresher training at three yearly intervals.

All staff (including temporary staff and volunteers) are provided with the school's child protection guidance and informed of school's child protection and safeguarding arrangements on induction.

9. Related School Policies, Procedures and Practices

We recognise that safeguarding children is an integral part of all that we do as a school and so incorporate a safeguarding check during the review of each school policy, especially policies and procedures relating to Anti Bullying, e-Safety, Work Experience arrangements, Health and Safety, School Trips, Confidentiality and Communication.

Child protection and wider child safety issues will be addressed through the curriculum, as appropriate, especially in Ethics – Relationships, Sex Education and Health Education and in Information and Communication Technology (ICT) - Online Safety.

10. Children Missing from Education

The school follows the Sheffield Local Authority procedures to alert appropriate agencies where students appear to be “missing from education”. Where students on roll at a school do not turn up, and the school has made the usual enquiries, the case is referred to the Education Social Work Service in the usual way.

11. Confidentiality

Information about students is on a “need to know” basis and the schools SIM systems are protected to ensure this is maintained.

School has regard to “Information Sharing: Practitioner’s Guide” HM Government 2006 www.ecm.gov.uk/deliveringservices/informationsharing. *“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration.”* (The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe).

The school is aware of when information must be shared with Police and Social Care where the student is or may be at risk of significant harm and when the student’s and/or parent’s confidentiality must not be breached.

12. Student Information

Hard copies of students’ CP information (student files) are kept in a locked cabinet in the relevant Year Team’s office, with limited rights of access. We endeavour to keep up-to-date and accurate information in order to keep students safe and provide appropriate care for them. From November 2017 all CP and safeguarding concerns and reports are logged through CPOMs and hard copies are no longer made. All staff are trained in the use of CPOMs and all DSLs and DSDs have elevated access to allow them to act on these concerns.

On an annual basis parents or carers are asked to review and update the information we hold and are asked to update this during the year as required.

The school endeavours to maintain accurate and up-to-date personal information about each student regarding:

- Names and contact details of persons with whom the student normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place, including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- Whether the child is or has been on or subject to a CP Plan or Care Plan
- Name and contact detail of GP
- Any other factors which may impact on the safety and welfare of the child.

13. Roles and Responsibilities

13.1 Governors:

It is the responsibility of the Governing Body (through the work of the link governor for Child Protection and Safeguarding) to ensure that:

- they have undertaken the appropriate Safeguarding training
- the school has a Child Protection and Safeguarding Policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures
- a senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the Local Authority and working with other agencies
- all staff, including the Headteacher, undertake appropriate child protection training which is updated every three years
- a Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters, where appropriate
- policies and procedures are reviewed annually

13.2 Headteacher

It is the responsibility of the Headteacher to:

- ensure the Child Protection and Safeguarding Policy is updated and reviewed annually and work with the Governing Body regarding this
- ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff
- ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children

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- ensure that all staff, volunteers, visitors and other persons who are involved with Meadowhead students feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Whistleblowing Policies.

13.3 Named Designated Safeguarding Lead

It is the responsibility of the Senior Member of Staff with Designated Responsibility for Child Protection to:

a) Make appropriate referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies and liaise with other agencies
- Act as a source of support, advice and expertise within the educational establishment
- Liaise with the Headteacher to inform them of any issues and ongoing investigations and ensure there is always cover for this role.
- Manage the administration of CPOMs

b) Ensure appropriate training takes place

- Recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how Sheffield LA operate, the conduct of a child protection case conference and be able to attend and contribute to these and ongoing child protection plans
- Ensure that all staff have knowledge and understanding of the school's Child Protection and Safeguarding Policy
- Ensure that all staff have safeguarding training as part of their induction including use of CPOMs
- Keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every year.

c) Raise awareness of child protection issues

- Ensure parents are made aware of the Child Protection and Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new school separately from the main student file
- If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service
- To alert Sheffield Local Authority through the MAST team if a parent or carer informs the school that they wish to 'home educate' their child

13.4 Adults involved with Meadowhead students – teaching, support, ancillary, visitors, external partners

It is the responsibility of any adult who is involved in any way with a Meadowhead student, and who has concerns about any child which **may** indicate:

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- physical abuse
 - emotional abuse;
 - sexual abuse
 - neglect
 - mental health
 - drug taking and alcohol abuse
 - child on child abuse and sexual harassment
 - radicalisation and extremism
 - child criminal exploitation and gangs
 - or any other concern or issue which may relate to safety or welfare of the student or students

They are required to discuss them with Designated Safeguarding Lead or Designated Safeguarding Deputy (see Appendix 1 for up-to-date designations) who in turn will involve outside agencies responsible for investigation and child protection.

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a child, **must** report their concerns to the designated teacher. School staff do not, however, carry out investigations, nor decide whether children have been abused. That is a matter for the specialist agencies.

Child on Child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

14. Procedures to ensure that students are safe

All staff follow the Sheffield Child Protection procedures which are consistent with 'Working Together to Safeguard Children 2010' and 'What to do if you are worried a child is being abused'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents. All staff will report disclosures or concerns through CPOMs.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (eg worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (eg living in a household with children present)

Staff communications with home

Communications with home should be maintained at a professional level. The procedures that should be followed - either for staff to communicate with home or to inform the school of receipt of a communication from home - are regulated by the school's Communication Policy

15. Responding to disclosure

Disclosures or information may be received from students, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

The school endeavours to ensure that appropriate support is provided for EAL students or students who may have difficulties in communicating. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles of dealing with a disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature, eg 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate.

Action following disclosure required by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- *making an enquiry to find out if the child is subject to a Child Protection Plan*
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons, eg. Safeguarding Officer and/or Social Care
- the child's wishes,

then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk

- whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- whether **not** to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (eg FCAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, must be fully documented and placed in a secure place.

16. Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- *make regular contact with the Social worker involved to stay informed*
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents prior to meetings
- where a child is on the Child Protection Register and subject to a Child Protection Plan moves from the school or goes missing, immediately inform the key worker.

17. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and designated senior persons on a "need to know" basis. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead. If the child goes missing from education or is removed from roll to be educated at home, any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 85th birthday.

18. Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child, or
- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

the school will always follow the Sheffield Local Authority processes. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher.

Whilst we acknowledge such allegations (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action following an allegation

- The school will proceed at all times in line with Sheffield LA Disciplinary procedures taking advice from the Human Resource section of the LA and the LADO in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Social Care and/or the Police for investigation
- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a written record
- In the event that an allegation is made against the Headteacher, the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- Consideration will be given throughout to the support and information needs of students, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.

Appendix 1

Named persons with responsibility for Child Protection and Safeguarding

To be updated as required to maintain accuracy

The designated person for all Child Protection matters (Designated Safeguarding Lead):

Mr Geoff Dearman

Designated Safeguarding Deputies:

Mrs Ruth Humphreys	Safeguarding Officer
Mrs Emma Thomson	Safeguarding Officer
Miss Lancaster	Safeguarding Learning Support Mentor
Mr Alex Eyre	Year 7
Mrs Nicola Brummitt	Year 8
Miss Diane Hesslewood	Year 9
Miss Milly Bradwell	Year 10
Mrs Janis Jackson	Year 11
Miss Kobi Cookson	Year 12
Miss Alice Brothers	Student Support Officer
Miss Fozia Shabir	Attendance Manager
Mrs Jill Lewis	Education Welfare Officer
Mrs Moira Newman	Education Welfare Officer
Mrs Joanne McCarthy	Home School Liaison Officer
Miss Jodie Burton	KS3 Engagement Centre Manager
Mr Tim Raby	KS4 Engagement Centre Manager
Miss Beth Wild	KS4 Engagement Centre Assistant

Safeguarding is the responsibility of:

Mrs Kam Grewal-Joy	Headteacher
Geoff Dearman - Designated Safeguarding Lead	Assistant Headteacher

The link Governor for Child Protection and Safeguarding:

Mrs Deborah Clark

Last update: January 2024

Appendix 2

Identifying children and young people who may be suffering significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or 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.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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 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 (including cyber 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

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)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

