



Lydgate Junior School Safeguarding Policy 2025

Article 19 – ‘Every child has the right to be protected from being hurt or mistreated in body and mind’.

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Section 1: Our school ethos, policy and principles

LYDGATE JUNIOR SCHOOL, SHEFFIELD

RESPECT, LEARN, THRIVE

We are a happy, welcoming school built on a culture of mutual respect, kindness and safety where everyone is treated fairly and listened to. We are extremely proud to be a Rights Respecting School with a broad and rich curriculum which we truly believe enables our children to learn and grow to be the best they can be. It is our ambition that all our children will thrive at Lydgate Junior School and beyond.

- We welcome every child and treat every child equally, irrespective of their age, gender, social background, ethnic origin, physical or mental ability, helping them to develop emotionally, intellectually, physically and spiritually
- We provide a creative and stimulating learning environment where every child is inspired, supported and challenged to reach their highest potential
- We provide a well-resourced, exceptional and formative learning experience, with a broad and balanced curriculum which reaches well beyond statutory requirements
- We ensure that children develop as independent, and interdependent, learners who are at ease with themselves and others, through exciting solo and collaborative working
- We promote an ordered and caring school environment where children, staff, carers and parents demonstrate the highest standards of personal conduct and where children enjoy high levels of confidence and self-esteem
- We encourage the active contribution of families and the local community to the life of our school and value the close partnership between school and home

Important contact information and details

- The Designated Safeguarding Lead is: **Rachel Hurding** (0114 2669500)
- The Deputy Designated Safeguarding Lead is: **Bethany Noble** (0114 2669500)
- The Appointed Teacher for Looked after children/virtual School: **Rachel Hurding** (0114 2669500)
- The Appointed Teacher for SEND: **Alix Wall** (0114 2669500)
- The Designated Link Governor for Safeguarding is: **Andrew Hogg** (0114 2669500)
- **Police** Non-Emergencies: 101
- **DfE**- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults [Report Child Abuse](#)
- **CEOP**: 0370 496 7622
- **NSPCC** National Helpline: 0808 800 5000
- **ChildLine**: 0800 11 11

1.1 Our responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and Governors in the school and is consistent with the procedures of the 3 safeguarding partners. These are the CCG (Clinical Commissioning Group), the Police and the Sheffield Safeguarding Children Partnership. Appropriate information sharing, in line with the data protection act and GDPR, across our safeguarding partners is key to the successful implementation of this policy.

Lydgate Junior School fully recognises its responsibilities for child protection and safeguarding. This overarching policy sets out how we will deliver these responsibilities. Our policy is underpinned and written in reference to the following guidance:

- “Keeping Children Safe in Education” (2025) which is the statutory guidance for Schools and Colleges
- “Working Together to Safeguard Children” (March 2015, updated February 2024), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.
- “What to do if worried a child is being abused” (March 2015)
- “Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (March 2015, updated May 2024)
- “The Prevent Duty: safeguarding learners vulnerable to radicalisation” (October 2022, updated September 2023)
- “The Prevent Duty: an introduction for those with safeguarding responsibilities” (September 2023)
- The Counter Terrorism and Security Act 2015
- The Children Act 1989 and 2004
- The Children and Families Act 2014
- Section 175 of the 2002 Education Act
- The Equality Act 2010
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- HM Government (2020) “Multi-agency statutory guidance on female genital mutilation”
- HM Government (2023) “Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of Forced Marriage”
- HM Government (2023) “Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism”
- DfE (2024) “Working Together to Safeguard Children”
- DfE (2018) “Disqualification under the Childcare Act 2006”

Furthermore, we will follow the policies and procedures set out by the Sheffield Safeguarding Children Partnership (SSCP).

We carry out an annual audit of our safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the SSCP.

The Designated Safeguarding Lead (DSL) is **Rachel Hurdling**. In the absence of the DSL, child protection matters will be dealt with by **Bethany Noble**, the Deputy DSL. The DSL and deputy DSL will complete training every 2 years and attend refreshers in the interim period.

1.2 Our Principles

Safeguarding arrangements at Lydgate Junior School are underpinned by these key principles:

- Safeguarding is everyone's responsibility: anyone who has contact with a child or young person including governors and volunteers should play their full part in keeping children safe.
- We will aim to protect children using national, local and school child protection procedures by Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2015 (update February 2024).
- Anyone who has contact with a child or young person has a clear understanding regarding abuse and neglect in all forms and understands how to identify, respond and report it. This also includes knowledge in the process for allegations against professionals.
- Staff, governors and volunteers should feel confident that they can report any safeguarding concern to the school and that these will be dealt with in an appropriate manner.
- A child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

1.3 Our Policy

There are 8 main elements to our policy:

- **Types of abuse:** The types of abuse that are covered by the policy
- **Signs of abuse:** The signs of abuse that anyone who has contact with a child or young person including Governors and volunteers should look out for
- **Reporting:** How to report a concern, who to go to within Lydgate Junior School; including how /who to report to at the relevant agencies
- **Roles and responsibilities:** in relation to safeguarding
- **Process and procedures:** Expectations of anyone who has contact with a child or young person including governors and volunteers with regard to safeguarding, and the procedures and processes that should be followed, including the support provided to children
- **Training:** How the school will ensure that anyone who has contact with a child or young person including governors and volunteers are appropriately trained; this includes, receiving regular updates and undertaking annual whole school training in safeguarding.
- **Safer recruitment:** How staff, volunteers and governors are checked for their suitability to work within the school.
- **Implementation:** How the policy will be managed and have its delivery overseen.

Section 2: Recognising signs of abuse

2.1 Children who may require early help

All Staff (Governors and Volunteers) working within the Lydgate Junior School should be alert to the potential need for early help for children, following the procedures identified for initiating early help using the local and current Sheffield Safeguarding Partnership Threshold. Children who are most at risk are those who:

- Are disabled and have specific additional needs.
- Have special educational needs.
- Are a young carer.
- Are privately fostered.
- Have returned home to their family from care.
- Are showing signs of engaging in anti-social or criminal behaviour.
- Are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, and domestic violence.
- Are showing early signs of abuse and/or neglect.
- Are showing signs of displaying behaviour or views that are considered to be extreme.
- Are misusing drugs or alcohol themselves.
- Are not attending school or are at risk of exclusion from school.
- Frequently go missing/goes missing from care or from home.
- Are at risk of modern slavery, trafficking, exploitation, radicalised.

Lydgate Junior School should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and the DSLs (and their deputies) will need to familiarise themselves with this document. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

2.2 Child Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.'

In relation to children, safeguarding and promoting their welfare is defined as:

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

There are four types of child abuse as defined in 'Keeping Children Safe in Education' (2023):

- **Physical Abuse** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional Abuse** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.
- **Sexual Abuse** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.
- **Neglect** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware of the indicators of abuse and neglect, and that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSL(s), need to be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

Bullying and forms of bullying on- and off-line including prejudice based and cyber bullying is also abusive and will include at least one or more, of the defined categories of abuse above. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Further information about different types of abuse is provided in the sections below.

2.3 Specific Safeguarding Issues

There are specific issues that have become critical issues in safeguarding. The school will endeavour to ensure their staff, governors and volunteers are familiar with these issues, namely:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2015 (Update February 2024)

- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

The school has a zero-tolerance approach to abuse, including peer-on-peer abuse.

2.4 Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child’s medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the ‘soft’ parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

2.5 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm

- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

2.6 Sexual Abuse

It is recognised that there is underreporting of sexual abuse with in the family. All staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

2.7 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.

2.7 Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children. Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.

The physical signs of neglect may include:

- Being constantly dirty or ‘smelly’.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

2.8 Sexual violence and sexual harassment

For the purposes of this policy, “consent” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

Sexual violence refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.

- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

For the purposes of this policy, “upskirting” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the “consensual and non-consensual sharing of nude and semi-nude images and/or videos”, colloquially known as “sexting”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, “indecent imagery” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Section 3: Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy, Lydgate Junior School will incorporate the signs of abuse and specific safeguarding issues on safeguarding into staff induction training, and ongoing development training for all staff and anyone who has contact with a child or young person including governors, supply teachers and volunteers.

We will also access government guidance, local procedures, strategies and tools through the Sheffield Safeguarding Children Partnership.

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

3.1 Prevent Duties

Extremism refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Lydgate Junior School will ensure all staff including governors and volunteers need to be aware of extremism, including the signs of it, alerts to concerning behaviours, and ideologies considered to be extreme. They need to understand the British Values agenda and adhere to their duties in the Prevent guidance to prevent radicalisation. The Headteacher and Safeguarding Governor will:

- Establish or use existing mechanisms for understanding the risk of extremism;
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Provide appropriate and sufficient training on the Prevent duty
- Ensure all Staff (governors and volunteers) implement the duty.

Lydgate Junior School will respond to any concern about Prevent as a safeguarding concern and will report in the usual way using local safeguarding procedures. This may include a referral into Channel (Channel is a voluntary programme which safeguards people as identified as vulnerable to being drawn into terrorism.) using the case pathway process. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate.

3.2 Child Sexual Exploitation (CSE) & Children at Risk of Exploitation (CRE)

CSE is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

We recognise this is relevant to both boys and girls. Risk factors may include;

- Going missing, staying out unusually late
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Unexplained Absence from school
- Association in gangs
- Unexplained injuries
- Carrying weapons, access to or carrying unusual number of mobile phones

All suspected or actual cases of CSE/CRE are a safeguarding concern in which child protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they should refer to the Designated Safeguarding Lead/s within the school.

3.3 Child Criminal Exploitation (CCE) including County Lines

Children and young people involved with gangs and criminal exploitation need help and support. This can include those involved in serious violent crime. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

For the purposes of this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones or unexplained injuries
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups or changes in relationships
- Leaving home / care without explanation
- Suspicion of physical assault /unexplained injuries

- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

More specific indicators that a pupil may be involved in county lines include:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Criminal exploitation of children is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals. This will mean a referral into the Police and Social Care.

3.4 Carrying knives/offensive Weapons & Gang Culture

Children bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police. The DfE guidance on “Searching, Screening and Confiscation in Schools (February 2014, updated July 2023) will be consulted and we will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority.

3.5 The sending of indecent images from one person to another through Digital Media Devices

Lydgate Junior School recognises this as a safeguarding concern for all of our children. There are examples of children of all ages sending and receiving indecent images through digital media. There is a growing use of social media across school and children must be supported if they receive any such images.

In the event of such a safeguarding concern, we will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to. We will respond by working closely with parents and carers. We will teach children about this aspect of safeguarding through online safety lessons. These are linked to our RSE and online safety policies and PHSE curriculum.

We will refer to:

- “Sexting in Schools & Colleges: Responding to incidents & safeguarding young people” UK Council for child internet safety
- The DfE guidance 2023 on “Searching, Screening and Confiscation in Schools”
- The DfE guidance, January 2023, on “Teaching Online Safety in Schools”

3.6 Online Safety including Filters and monitoring

There is a comprehensive Online Safety Policy in place to support children's understanding of the risks related to being online. This can be identified within our RSHE and PHSE curriculum.

We will check that Lydgate Junior School's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content). Staff have all signed the acceptable use policy. Lydgate Junior school uses the "Smoothwall" filter system, this is monitored by the safeguarding leads.

3.7 Female Genital Mutilation (FGM) and 'Honour-Based' Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation (FGM)

"Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons." (World Health Organisation, 2016)

FGM has been an embedded practice for centuries in some countries in the world including Africa, the Middle East, Iran, Iraq, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan (DH, 2015).

The World Health Organisation estimated that between 100 to 140 million women and girls worldwide have undergone FGM, but prevalence of FGM in the UK is difficult to estimate because of the hidden nature of the crime.

All suspected or actual cases of FGM are a safeguarding concern and safeguarding procedures will be followed. This will include a referral to the police by the member of staff that has found out the information. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s within the School.

It is a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK.

There are 4 types of FGM, mainly carried out on girls between the ages of five and ten. In some countries it is practised on babies as young as two or three days old and in other areas, it is practised prior to marriage or as part of the wedding rituals.

It is the parent's decision as to whether their daughters are 'cut', but they face tremendous pressure from older members of their families, especially, if they return to their country of origin. In most countries, including the UK, FGM is illegal.

Signs may include:

- Being repeatedly absent from school or absent for a prolonged period
- Not participating in Physical Education
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high-risk category (parents from a country who are known to practice FGM) especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating, or having frequent urinary, menstrual or stomach problems
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they should speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will: speak to the pupil about the concerns in a secure and private place, activate the local safeguarding procedures and refer the case to the local authority's designated officer, seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk, refer the pupil to an education welfare officer, class teacher, learning mentor, or member of the leadership team as appropriate.

Multiagency guidance for dealing with Forced Marriage- 'The right to choose: government guidance on forced marriage' is used to support staff to act on any concerns.

3.8 Allegations of abuse against other children/Peer on Peer abuse including sexual harassment.

We recognise that some children abuse other children or their peers and the reasons for this are complex and are often multi-faceted. Peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We have a zero-tolerance approach to peer on peer abuse and aim to eliminate such conduct in Lydgate Junior School.

Peer on peer abuse is a safeguarding concern and normal procedures will be followed. We will consider and may apply the disciplinary procedure outlined in the school's behaviour for learning policy. We will offer support to a victim.

We recognise peer on peer abuse can take many forms:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can 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.

We will challenge this type of abuse and will use the curriculum to address and tackle peer on peer abuse. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

In school we record any incident of Peer on Peer Abuse. This includes an explicit category on CPOMs for both Peer on peer abuse and specifically sexual harassment. This is carefully monitored by staff and responded to immediately by the safeguarding team.

3.9 Mental Health of Children and Young People

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

It is important that staff understand that children's vulnerabilities related to mental health may be that they could be more likely to be impacted by other safeguarding concerns. When making referrals, the child's mental health should be shared.

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. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps outlined in section 5.

If staff have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. There are a range of support mechanisms in the school to support students with their mental health. Significant concerns will be referred to their GP or directly to CAMHS. Staff should not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

Lydgate Junior School will also provide training recommended by Public Health England.

Lydgate Junior school is a Trauma informed school and has pastoral staff trained in the Thrive approach to support the emotional regulation of children.

3.10 Children Missing in Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

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

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

3.11 Pupils with special educational needs or disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges both on and offline. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation or bullying than other children.
- The potential for children with SEN and disabilities or medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in overcoming these barriers.
- Difficulties regarding cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We are mindful of these additional challenges, and where required, will provide extra pastoral support for children with SEN and disabilities. Staff need to be aware of the additional challenges faced by those with SEN or disabilities.

Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENDCo. We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

3.12 Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Older children may also experience domestic abuse and/or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff need to be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the DSL) before the child or children arrive at academy the following day. The DSL will provide support according to the child's needs and update records about their circumstances. It is likely that in this instance, Operation Encompass will contact the school.

3.13 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

3.14 Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and improvement officers, will be asked to show photo ID and will be asked to confirm their DBS clearance; or the organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out.

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

3.15 Non-collection of children

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

- A check will be made for information about changes to the normal collection routines
- Reasonable attempts will be made to contact: parents, carers or others with parental responsibility at home or at work or other adults authorised to collect the child or vulnerable young person from the setting

- The child or vulnerable young person will not leave the premises with anyone other than parents, carers, others with parental responsibility or another authorised person
- If no-one can be contacted to collect the child or vulnerable young person after a period of time, the Sheffield Safeguarding Hub or Police will be contacted
- The child or vulnerable young person will stay at the setting in the care of two staff members until safely collected either by the parent, carer, a person with parental responsibility, other authorised person, social worker or police officer
- Staff should never take the child or vulnerable young person home with them or provide a lift to them in their own car etc.

A full written report of the incident and outcome must be recorded on CPOMs.

3.16 Looked-after children and previously looked-after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We are also aware that a previously looked-after child potentially remains vulnerable and this requires staff to have the skills, knowledge and understanding to keep them safe. We understand that all agencies must work together and take prompt action on concerns to safeguard these children, who are a particularly vulnerable group. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed.

Section 4 to 6 of the Children and Social Work Act 2017 states designated teachers will have the responsibility for promoting the educational achievement of those who have left care. The virtual school head at the local authority manages the pupil premium plus grant for looked-after children. The designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of the looked-after children in the school and meet the needs identified in each child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked-after children. Statutory guidance on promoting the education of looked-after children contains further information on the roles and responsibilities of virtual school heads.

3.17 Children with family members in prison and part of the court system

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. A guide for 5-11 year olds explains each step of the process and the support and special measures that are available. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families, including for the children involved. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service.

3.18 Parental alcohol and drug use

Parents' dependent alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety. The impacts on children include:

- physical maltreatment and neglect
- poor physical and mental health
- development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use
- poor school attendance due to inappropriate caring responsibilities
- low educational attainment

- involvement in anti-social or criminal behaviour

Where a child has been harmed or is at risk of harm, the DSL will make a referral to children's social care.

3.19 Other vulnerable groups

Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. The school has a responsibility to those who are thinking about or who are about to home educate, including those who have been removed from the school roll with a view to home educate.

Young carers can be more vulnerable or placed at risk. It is important to identify young carers and ensure they are supported to help reach their potential with an understanding that the school will need to refer into early help social care services for an assessment of their needs.

Private fostering occurs when a child is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Schools have a duty to notify the local authority if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous.

3.20 Use of the school premises for non-school activities / extra-curricular activities

Where the school hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the school provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The school will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs need to be aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff need to understand how they should respond to child protection concerns and how to make a referral to social care or the police, if necessary.

3.21 Children who are lesbian, gay, bisexual or trans (LGBT+)

We recognise that the experience of children who are LGBT+ can be complex and they require additional support from school to ensure they are safe. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory curriculum and we reference this throughout our RSHE and PHSE curriculum

3.22 Child-on-child sexual violence and sexual harassment

Systems must be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide us with the foundation for a calm, considered and appropriate response to any reports. Governing bodies should ensure that the school or college contributes to multi-agency working in line with statutory guidance: Working Together to Safeguard Children.

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
 - the ages of the children involved
 - the developmental stages of the children involved
 - any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
 - if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature) • that sexual violence and sexual harassment can take place within intimate personal relationships between children
 - importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, or school staff
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, we follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

Section 4: Safeguarding roles and responsibilities

4.1 Roles and responsibilities of all staff

All Staff / anyone who has contact with a child or young person including Governors and volunteers have responsibility for the following:

- Understanding this policy and their role in it
- Consider, at all times, what is in the best interests of the pupil
- Being alert to the signs of abuse, and the need to refer any concerns to the Designated Safeguarding Lead (DSL), the deputy DSL, or the link Governor for Safeguarding. The DSL will normally decide take the next step. Note that any member of staff, governor or volunteer can make a referral. In such a case, they may need to complete a witness statement if the safeguarding concern is directed towards the police. You will be given support from the DSL in this situation.
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to
- Being aware of the Sheffield Safeguarding Partnership procedures are followed <https://www.safeguardingsheffieldchildren.org/sscb>
- Have a good understanding of, and be familiar with, the 'Keeping Children Safe in Education' guidance from the Department for Education
- That any safeguarding concerns they have about the Headteacher, should be referred to the Chair of Governors.

4.2 Roles and responsibilities governors and leaders

Governors, and school leaders have responsibility for the school's safeguarding and child protection arrangements and ensuring:

- They understand this policy and their role in the strategic leadership of safeguarding arrangements.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE.
- A DSL and/or deputy are in place and that they have access to appropriate and regular training/refresher courses Ensuring the DSL and/or deputy are available during the school day when possible or are contactable.
- A nominated Governor for Safeguarding is in place who can also provide a link to the local authority, other partners, and agencies.
- An appointed teacher who is responsible for looked after children is in place who understands his/her safeguarding responsibilities.
- They are up to date with emerging issues in safeguarding and recognise the strategies by the local authority in trying to keep children safe.
- Safeguarding and child protection training for staff and governors is provided regularly as required (and in any case at least annually).
- Procedures are in place for handling allegations against staff, or volunteers and any such concerns are referred to the Local Authority Designated Lead (LADO) in every case.
- All staff or anyone who has contact with a child or young person, including governors and frequent visitors, be given a mandatory induction on their responsibilities in relation to safeguarding and child protection.
- Important policies linked to this policy, such as those for behaviour, bullying, online safety, safer recruitment etc. are kept up to date.

- Children are taught about safeguarding, including online and sex, relationship, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- The local authority be notified if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan or if it is thought or known that a child or young person may be privately fostered.
- That the school use the local authority Case Referral Pathway for reporting concerns about extremism which may include a referral to Prevent and/or social care.
- They are aware of the 'Learning from Serious Case Reviews' (see Appendix A)
- All staff are made aware of Lydgate Junior School's Whistle Blowing policy.
- That all child protection and safeguarding records are stored securely, are up to date, and are retained in accordance with the latest version 'Keeping Children Safe in Education' and ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.

Governing bodies should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.'

4.3 Creating a safe environment

We aim to create an environment in which:

- All staff, including governors and volunteers, feel able to raise concerns and are being supported in their safeguarding role.
- The buildings, including its surroundings, are safe and somewhere where children can feel safe
- Parents/carers know about our principles on safeguarding and their role in it
- There are clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made.

It is important that all staff understand the process and procedures to follow if they have a safeguarding concern about another staff member. This can assist employers to support staff, where there is a need, and help them manage children's safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care.

Section 5: Safeguarding procedures and processes

The school will deliver its responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified by the Sheffield Safeguarding Partnership. The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.'

5.1 Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. All staff, including governors and volunteers should be aware of what Early Help means, how to identify emerging needs (see Sections 2 & 3), and understanding their role within it. This means sharing information and having discussions with the DSL, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

We will be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of our local arrangements.

5.2 Referring to Children's Social Care

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. Any concerns about the welfare and safety of a child, should be reported to the DSL as soon as possible. The DSL will act upon the information received. It should be noted that anyone can make a referral into social care.

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. Details should include: who undertook the assessment, and their contact details.

When there are concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team, they should discuss whether to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated social worker then the appropriate numbers to contact can be found in the safeguarding file.

We will ensure we have spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made); the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family
- Address and daytime phone numbers for the parents, including mobile
- The child's address and phone number
- Whereabouts of the child (and siblings)
- Child and family's ethnic origin

- Child and family's main language
 - Actions taken and people contacted
 - Special needs of the child, including need for an accredited interpreter etc.
 - A clear indication of the family's knowledge of the referral and
- whether they have consented to the sharing of confidential information
- The details of the person making the referral

Other information that may be essential:

- Previous addresses and addresses of wider family members
- Schools and nurseries attended by the child and others in the household
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse
- Hospital ward/consultant/Named nurse and dates of admission/discharge
- Details of other children who may be in contact with the alleged abuser
- Details of other practitioners involved with the family
- Child's legal status and anyone not already mentioned who has parental responsibility
- History of previous concerns and any previous CAF or Initial Assessments completed
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

5.3 Records

All concerns about a child will be recorded and records kept in accordance with the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at Lydgate Junior School.

There are different levels of confidentiality when recording and sharing safeguarding concerns. It is important that staff are aware of parent's right to request information recorded about their child. Reports on CPOMs should be accurate and follow the guidelines below.

We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to the school.

We use the system of CPOMs to record and save safeguarding concerns. This is an online tool that can only be accessed through user name and password. The DSL and deputy DSL are the only members of staff that have access to all records. All other staff are able to add incidents. Training will support the use of accurate recording of safeguarding concerns.

Records will be kept in writing and electronically through CPOMS. Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as

designated safeguarding leads and special educational needs co-ordinators (SENCO's), are aware as required.

5.4 Safer Recruitment

We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required. This school will ensure that safer recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education'. This includes:

- Verifying the identity of candidates
- A check of professional qualifications
- Checking the right to work in the UK
- DBS checks (see Section 5.5)
- Prohibition checks (where required)
- Section 128 checks (where required)
- Suitability checks (i.e. disqualification from working in a schooling environment)
- Additional overseas checks where relevant
- Asking for and follow up at least two references
- Scrutinising applications for gaps in employment.

Some of these will be done by our HR service Capita.

All interview panels will have at least one member who has undergone safer recruitment training and we will include at least two questions regarding safeguarding. We will have a Single Central Record which will cover all staff, including governors, and volunteers, frequent visitors, agency and supply, and others according to their role and responsibility. We will ensure this record is regularly updated and reviewed regularly.

We will ensure staff are aware of their responsibilities as per the **Staff Code of Conduct document**. This also includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments.

We will only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own does not provide adequate information.

Short Listing

Any shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

This information should only be requested from applicants who have been shortlisted.

The purpose of a self-declaration is so that candidates will have the opportunity to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received.

When short listing we will:

- ensure that at least two people carry out the shortlisting exercise (it is recommended that those who shortlist carry out the interview for a consistent approach)
- consider any inconsistencies and look for gaps in employment and reasons given for them, explore all potential concerns.

In addition, as part of the shortlisting process, we will consider carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview.

References

We seek references to allow school to obtain factual information to support appointment decisions. We obtain references before interview, where possible, as this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview.

Any references collected should not include any repeated concerns or allegations that have been found to be false, unfounded, unsubstantiated or malicious.

5.5 The Disclosure and Barring Service (DBS)

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children. The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
- Providing an online DBS service

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant. A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met.

We will follow advice on DBS checks from our HR provider, and this includes:

- Where relevant, a separate Barred Check List has been completed
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this
- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants
- A Section 128 Direction Check where relevant, and in any case for all governors (who will also be the subject of DBS checks)

If a person in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, we will ensure a referral is made to the DBS.

5.6 Dealing with allegations against staff and volunteers who work with children

The School will adhere to the procedures set out under ['Allegations against Persons who work with Children \(including Staff, Carers and Volunteers\)'](#) (allegations of abuse by teachers and other staff). This document can be found on the Sheffield Safeguarding Partnership website and there is a paper copy in the safeguarding file on each site.

If a member of staff has concerns about another member of staff (including supply staff or temporary staff), this should be referred to the Headteacher. Where there are concerns about the Headteacher this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case.

Where there are allegations that are substantiated, the school will fully ensure any specific actions are undertaken on management and exit arrangements as advised by our HR providers Capita and supported by relevant guidance.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level

concerns”, as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

School will work closely with the LADO throughout the process to see if anything could be improved and any lessons learned. If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the code of conduct. The case manager and, if appropriate, the LADO should consider the facts and determine whether any lessons can be learned and if improvements can be made

Low level Concerns

Staff should inform the headteacher of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The headteacher should be the ultimate decision maker in respect of all low-level concerns.

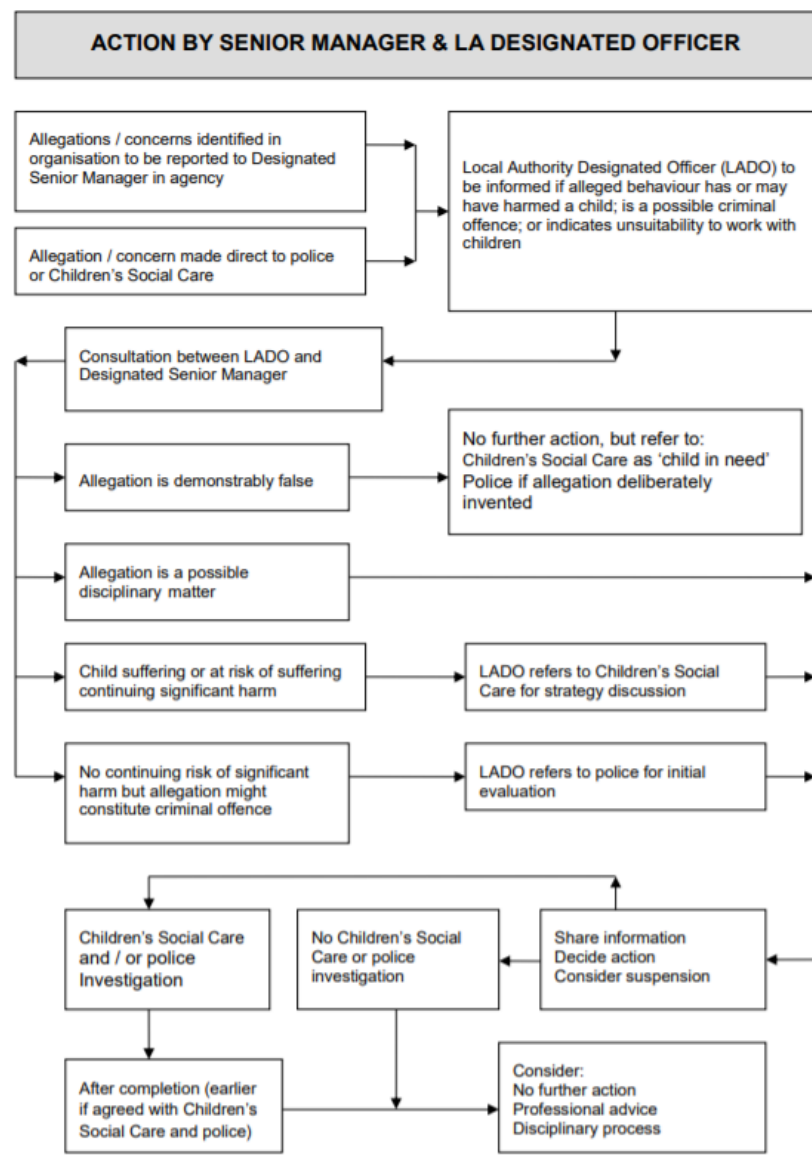
If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school low-level concerns policy.

The governing body should ensure there are procedures in place to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold, about staff members (including supply staff, volunteers, and contractors). They should ensure there are procedures in place, to report concerns or allegations that may meet the harm threshold about staff members (including supply staff, volunteers, and contractors).

The Governing body should have a policy and process to deal with concerns (including allegations) which do not meet the harm threshold (‘low level’)

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Flow chart to support:



5.7 Opportunities to teach children about Safeguarding

At Lydgate Junior School, we all play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. T

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's code of conduct, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our program is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as:

- healthy and respectful relationships
- boundaries and consent

- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support,
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

For more information on our RSHE and PHSE curriculum, please see the relevant policy. We also have a comprehensive online safety policy. For more information, please see relevant curriculum information. Governors are aware of this curriculum.

Section 6: Management of the Policy

All governors need to be effective in their management of safeguarding. The governing body will ensure:

- All staff, including governors and volunteers, have read the policy
- That it is displayed on the school's/college's website
- The implementation of the policy
- Review the policy on an annual basis.

The Headteacher will report termly on safeguarding activity and progress to the Governing Body.

The DSL will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on safeguarding activity and progress. A copy of which will be submitted to the local authority. This will be held on file and reported to the Sheffield Safeguarding Children's Partnership.

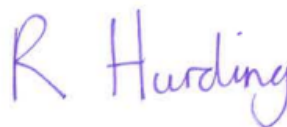
The Head Teacher should report any significant issues to the Chair of the Governing Body that may have an impact on safeguarding in the school and using the normal protocols to inform the local authority if deemed necessary.

Signed by:



Mr S Hamilton - Chair of Governors

Date: 10.12.25



Mrs R Hurding - Headteacher

Date: 01.12.25

Appendix A

Learning from Serious Case Reviews (SCRs) and Learning Lessons Reviews (LLRs)

Serious Case Reviews

A local safeguarding Children Board is responsible for initiating a Serious Case Review (SCR) in circumstances where there has been a death of a child or young person and abuse or neglect is known or suspected, or where there has been a serious injury and there are concerns about interagency working.

The purpose of a Serious Case Review is to:

- Establish whether there are any lessons to be learnt from the case
- from the way in which local professionals and organisations worked together to safeguard and promote the welfare of children and young people, identify clearly
 - what those lessons are,
 - how they will be acted on,
 - what is expected to change as a result and within what timescale,
- and as a consequence, improve inter-agency working to better safeguard and promote the welfare of children and young people.

Sometimes we contribute to a Serious Case Review in another LSCB area and we will publish these on this website. When a Serious Case Review is completed and lessons identified, the report is published on this page of our website for 12 months. For copies of reports older than this please contact us.

Learning Lessons Reviews

Reviews of cases that do not meet the criteria of a Serious Case Review, but that 'can provide valuable lessons about how organisations are working together to safeguard and promote the welfare of children' (Working Together 2018) are also carried out by the Sheffield Children Safeguarding Partnership (SCSP) (formerly Sheffield Safeguarding Children Board - SSCB). In these cases, a Learning Lessons Review or Case Review may be carried out to pull out key learning and develop recommendations which are monitored by the SCSP.

Sheffield Children Safeguarding Partnership

Further information on SCRs and LLRs, including recent publications and findings can be found below.

[Sheffield Children Safeguarding Partnership - Learning from Practice \(safeguardingsheffieldchildren.org\)](https://safeguardingsheffieldchildren.org)

Appendix B



**Sheffield
Safeguarding Hub**
Children and Young People

**To report that a child or
young person is suffering
or likely to suffer harm call**

0114 273 4855

Email: C&FScreeningTeam@sheffield.gcsx.gov.uk

Police
Child or young person in immediate danger?
Call 999

Early Help
Request support on an
Early Help Assessment part 1 form
www.sheffield.gov.uk/earlyhelp
or for further advice call 0114 2037485

www.safeguardingsheffieldchildren.org



18/01/2017