



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

THE OVERVIEW

The aim of this policy is to safeguard and promote our pupils’ welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. Pupils’ well-being is of paramount importance and safeguarding is everyone’s business.

Our definition of safeguarding is taken from **Working together to safeguard children (2018)**

Lydgate Junior School fully recognises the contribution it must make to protect children and support pupils in school. The school follows all the procedures and policies detailed on the Sheffield Children Safeguarding (SCSP) Partnership website.

There are three main elements to our Safeguarding Policy:

- a) Prevention:
(e.g., positive school atmosphere, teaching and pastoral, support to pupils)
- b) Protection:
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding concerns)
- c) Support:
(To pupils and school staff and to children who may have been abused).

This policy applies to all staff, whether teaching or non-teaching, full or part time, volunteer helpers and students on placement.

SCHOOL COMMITMENT

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

School fully applies the requirements of ‘Keeping Children Safe in Education’. All staff are issued with this document, and required to read it fully.

Our school will therefore:

- a) Establish and maintain an ethos where children feel safe and secure and are encouraged to talk, and are listened to.
- b) Through our Rights Respecting School work, ensure children understand their rights to safety, to freedom from abuse, to be heard, and to have adults safeguard them.
- c) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Regardless of age, disability, gender, race, religion or belief, sex or sexual orientation all will be listened to and protected.

- d) Include in the curriculum activities and opportunities in 'Relationships Education and Health Education' and 'Rights Respecting Schools' sessions which help equip children with the skills they need to stay safe from abuse.
- e) Include in the curriculum, as appropriate to age, material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- f) Ensure that every effort is made to establish, wherever possible, effective working relationships with parents and colleagues from other agencies.

FRAMEWORK

Schools do not operate in isolation. Safeguarding and child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sheffield Children Safeguarding Partnership (SCSP). The recommended practice will be followed in all cases.

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect children. There are however key staff within school and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those undertaking these responsibilities for the current year are:

Designated Safeguarding Lead (DSL): Headteacher **Mrs Rachel Hurding**

Deputy DSL Deputy Headteacher **Mrs Bethany Noble**

SENDCO is **Miss Alix Wall**

Looked After Safeguarding Lead (LAC DSL): Headteacher **Mrs Rachel Hurding**

Their responsibilities include:

- Responding to concerns
- Dealing with referrals
- Attending Child Protection conferences
- Liaising with other institutions
- Giving advice to colleagues
- Organising/conducting In service training

There is a nominated governor who monitors and oversees this area of school life. The named Safeguarding Governor attends at least one Safeguarding Team meeting per term. Confidentiality is always maintained at Safeguarding Team meetings.

Safeguarding Governor – **Mr Andy Hogg**

A Local Authority contact is available through Sheffield Safeguarding Hub to give advice and guidance, and can be contacted on 0114 273 4855.

PROCEDURES

- We will follow the procedure set out in the procedure manual produced by Sheffield Children Safeguarding Partnership (SCSP).
- The DSL, or one of the Deputy DSLs, will always be available to receive safeguarding concerns.
- At the start of each academic year, as part of the first INSET day's provision, all staff are re-appraised of the school's Child Protection procedures. Staff recruited in-year receive a Safeguarding Induction at which the school's Child Protection procedures are communicated, and relevant staff identified.
- Staff training on issues around safeguarding and the appropriate procedures to follow, will be given, as a minimum, every three years.
- The DSL team meet each half term (or more often if needed) to discuss any themes, training needs and learning from Serious Case Reviews.
- The school's prospectus will inform parent/carers of school's duties and responsibilities in this area.
- Governors will be kept informed of safeguarding matters through an anonymous report presented annually by the DSL.
- The school prepares an annual Safeguarding/Child Protection report for submission to the Local Authority at the end of each academic year.

HOW TO REPORT A SAFEGUARDING CONCERN

- Contact the DSL as soon as possible. A delay can significantly hinder the response of other agencies. If the DSL is not available, contact either of the Deputy DSLs who will then follow procedures.
- Do not interrogate or ask the child leading questions but do make simple inquiries and record in detail. Include the circumstances, date and time when the information was received.
- Do not contact the parent/carers.
- Report all disclosures no matter how insignificant they may appear. The DSL will add the documented information to any previous records. The child involved may have a Key Worker who will be contacted.
- If a pupil demonstrates that they will only confide in their class teacher then immediate help should be sought in order to supervise their class.
- If a disclosure is made about the Headteacher, the matter should be reported to a Deputy DSL who will inform the Safeguarding Governor Andy Hogg. He will then liaise with the LADO via the Safeguarding Hub.

Please note that this policy has been developed with reference to the DfE document 'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers' (June 2018), which updates information sharing requirements to reflect the General Data Protection Regulation (GDPR 2018) and Data Protection Act (2018).

TRAINING AND SUPPORT

Lydgate Junior will ensure that the Headteacher (DSL) / Deputy DSLs and the nominated governor for Child Protection attend training relevant to their role. Staff will be trained, and any issues which arise will be prioritised.

PROFESSIONAL CONFIDENTIALITY

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to protect and benefit the child.
- Staff will be aware that they can never guarantee confidentiality to a child and that the member of staff must convey to the child that they have to inform the DSL who may then need to contact other people about the issue.
- The class teacher will be informed that there are concerns about a child in their class but confidentiality will be maintained.

RECORDS AND MONITORING

- Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- Factual observations only will be recorded, without embellishment.
- When an issue is raised, the person raising the concern will be expected to make a written record of the concern. The DSL will record follow-up details.
- The CPOMS system is established to ensure security of information – only authorised staff can access safeguarding / child protection information and files.
- Every CPOMS record flagged as ‘safeguarding’ is automatically flagged with the DSL team.
- CPOMS has a ‘child on child abuse’ category.
- The computers have a **Smoothwall** – Filtering and Monitoring system that email and alert the DSL and Deputy DSL if a concerning search has taken place.
- Children who have been identified as ‘At Risk’ will be monitored in terms of their progress and clear records will be maintained.
- The DSL term make termly reviews of open cases to consider whether further action is needed.
- These records will be passed to the LA child protection co-ordinator if requested or Social Services if a referral is made.

ATTENDANCE AT CHILD PROTECTION CONFERENCES

The DSL or Deputy DSL will attend a Child Protection Conference. When whole staff training takes place, staff will be briefed as to the purpose and procedure of these conferences. They will also receive advice on how to produce relevant, concise and professional reports. If school has made a referral, the DSL will support staff to maintain a working relationship with parent/carers throughout the process.

SUPPORTING PUPILS AT RISK

Lydgate Junior School is part of a national initiative, **Operation Encompass**. School is informed by the Sheffield Safeguarding Hub when the police have attended an incident of potential domestic abuse in the home of a pupil the previous school day. The DSL will be informed simply that there was an incident and the name of the child and will share the information on a ‘need to know’ basis e.g. the Class Teacher. By knowing that the child has had this experience the school is in a better position to be supportive and understanding of the child's needs and possible behaviours.

Lydgate Junior School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider fixed or permanent exclusion from school. It is also recognised that some children who have experienced

abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. This school will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the Positive Relationships Policy (our school behaviour policy).
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school, which includes:

- Positive Relationships
- PSHE/Relationships Education and Health Education
- Special Educational Needs and disabilities
- Health and Safety
- Online Safety
- Staff Code of Conduct
- Whistleblowing policy

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

SAFE SCHOOL, SAFE STAFF

- Members of staff are advised to never put themselves in a vulnerable position where an allegation can be made against them. If necessary, the DSL or a Deputy DSL will accompany the member of staff when talking to a child.
- Disclosure and Barring Service checks are standard practice in helping to ensure safer recruitment in school staff appointments, including re-checks and self-disclosures, as appropriate.
- All staff appointments are made following policy and procedures laid down by SCSP & HR advice.
- All extended service providers will be required to provide details of their Child Protection and Safeguarding procedures in line with Local Authority requirements.

Date reviewed: 7th July 2022 (FGB meeting)

Next review date: *pending review* October 2023

This policy will be reviewed annually.

APPENDIX 1

RECOGNISING SIGNS OF CHILD ABUSE

It is important to note that these lists are only possible indicators of abuse. Many of these signs could have other explanations.

Some of the characteristic signs of abuse are the same so there will be duplications on the lists provided. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognize that something is wrong. The possibilities of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

SIGNS OF PHYSICAL ABUSE

Unexplained injuries or burns, particularly if they are recurrent
Improbable excuses given to explain injuries
Refusal to discuss injuries
Untreated injuries
Admission of punishment which appears excessive
Fear of parent or carers being contacted
Bald patches
Withdrawal from physical contact
Arms and legs kept covered in hot weather
Fear of returning home
Fear of medical help
Self-destructive tendencies
Aggressiveness towards others
Running away

SIGNS OF EMOTIONAL ABUSE

Physical, mental and emotional development lags
Admission of punishment which appears excessive
Over-reaction to mistakes
Continual self-deprecation
Sudden speech disorders
Fear of new situations
Inappropriate emotional responses to painful situations
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
Self-mutilation
Fear of parents being contacted
Extremes of passivity or aggression
Drug or solvent abuse
Running away
Compulsive stealing or scavenging

SIGNS OF NEGLECT

Constant hunger
Poor personal hygiene
Constant tiredness
Poor state of clothing
Emaciation
Frequent lateness or non-attendance at school
Untreated medical problems
Destructive tendencies
Low self-esteem
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
Lack of social relationships
Running away
Compulsive stealing or scavenging

SIGNS OF SEXUAL ABUSE

Sudden changes in behaviour or school performance
Displays of affection in a sexual way inappropriate to age
Tendency to cling or in need of constant reassurance
Tendency to cry easily
Regression to younger behaviour, e.g. thumb sucking, acting like a baby, playing with discarded toys
Complaints of genital itching or pain
Distrust of a familiar adult, anxiety about being left with a relative, baby-sitter or lodger
Unexplained gifts or money
Depression and withdrawal
Apparent secrecy
Wetting, day or night
Sleep disturbances or nightmares
Chronic illnesses, especially throat infections and venereal disease
Anorexia or bulimia
Self-mutilation, attempted suicide, frequently running away
Unexplained pregnancy
Fear of undressing for PE
Phobias or panic attacks

Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils, displaying none of the characteristic effects of sexual abuse.

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE ONLY POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

(Taken from 'Kidscape' by Michelle Elliott)

From **Keeping children Safe in education 2023**

Child Criminal Exploitation (CCE)

37. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

38. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims 10 For further information about sexual harassment see Part 5 and Annex B. 11 UKCIS guidance: Sharing nudes and semi-nudes advice for education settings 12 For further information about 'upskirting' see Annex B. 14 despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

39. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

40. CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

41. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. 42. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

CONTEXTUAL SAFEGUARDING (from Sheffield Children Safeguarding Partnership)

Children and adults can cause harm to other children, young people or particularly vulnerable adults. This harmful behaviour may be carried out by an individual, as a part of group or through a community, and can include gang, sex, drugs or weapons related violence. It can occur online, for example, when children and young people are coerced to share youth produced sexual imagery ('sexting').

Children who harm others are likely to have additional and complex needs and while they should be held responsible for their behaviour, they should also be safeguarded and their welfare should be promoted.