

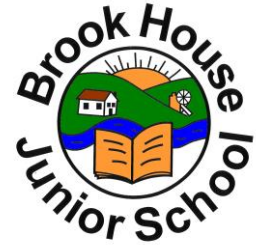
Safeguarding Policy

Reviewed/Adopted:
Next Review Date:
Review Frequency:
Reviewed By:

September 2019
September 2020
Yearly
Mark Hinchliff DSL, Sue Wallace Safeguarding Governor

Brook House Junior School

Safeguarding Policy



Designated members of staff

Mrs M Hinchliff Head teacher (DSL)
Miss Y Bielby Deputy Head teacher (DDSL)
Mrs A Joel, Inclusion Manager (DDDSL)
Mrs S Wallace (Safeguarding
Governor)

Every pupil should feel safe and protected from any form of abuse. The staff at Brook House Junior School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As is stated in **Keeping Children Safe in Education (2019)**: *'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child'*.

The aim of this policy is to safeguard and promote the welfare, safety, health and guidance of our pupils and adults by fostering an honest, open, caring and supportive climate. The welfare of our pupils and adults is of paramount importance. Brook House Junior School fully recognises the contribution it must make to protect and support pupils in school. The school follows all the procedures and policies detailed on the Safeguarding Sheffield Children website:
<https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools-Education-Settings-Policies-Procedures.html>.

Brook House Junior School recognises that, due to the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. This policy applies to all staff, Governors and volunteers working in school. Our school fully recognises the contribution it can make to protect children and support pupils in school.

SAFEGUARDING PROCEDURES AT BROOK HOUSE JUNIOR SCHOOL

- We will ensure that we have a team of people directly leading safeguarding including an allocated safeguarding lead and deputy to oversee the care and provision for all children
- All concerns, incidents and referrals will be recorded on the school's secure safeguarding and child protection software (CPOMS) or in writing and will be shared with the safeguarding team in school and other appropriate staff
- The safeguarding team will devise a plan of action and where appropriate seek advice and support from the LEA – safeguarding hub **0114 2734855**
- The safeguarding team, where appropriate, will share their concerns with the child's parent/carers and class teacher and other involved establishments e.g. sibling's school.
- The Safeguarding team will ensure that information is stored safely and shared with the appropriate child services if necessary
- Staff will be trained and kept up to date on current safeguarding procedures who will then update other staff in a timely way.

Reporting procedures for staff and volunteers

Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or if anyone observes injuries that appear to be non-accidental, or where a child or young person makes a direct allegation or implies that they have been abused, or makes an allegation against a member of staff. Staff must;

- **Record what they have seen, heard or know accurately at the time the event occurs, on CPOMS or in writing**
- **Immediately share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree action to take.**
- **Refer in person, via CPOMS or in writing in a timely way**
- **Records must include the date, including the year and the full name of the person reporting the allegations and be signed if not electronic.**
- **A member of the safeguarding team will contact the Safeguarding hub for advice and support – 0114 2734855**

CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know. Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the safeguarding lead/deputy

CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of not working alone with a child, guidance around physical interventions, avoiding cultural and gender stereotyping, confidentiality and dealing with sensitive information, personal use of social media and the need for privacy settings.

PHYSICAL CONTACT & RESTRAINT

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- If it is necessary to protect the child, or another person, from immediate danger. All staff would do what is reasonably proportionate and necessary to protect the child.
 - Staff should explain to the child/other children in the area what they are doing and why - this prevents misunderstandings.
 - Certain members of staff are trained in **Team Teach** restraint procedures and they should be called upon where this is necessary wherever possible
- Team Teach incidents will be recorded on CPOMS and parents informed immediately and in every case.

SITE SECURITY

- Children are never allowed to leave the school site without adult supervision during the school day
- Visitors use the main entrance and report to the main office on arrival where they will be asked to sign in and given a visitor's badge
- Unknown adults on site must always be challenged by a member of staff if not wearing a badge

Brook House Junior School will take all reasonable measures to:

Adopt a child-centred approach, ensuring that there is a 'listening culture' to empower children and young people to speak out about any concerns that they might have and that their wishes and feelings are actively sought when addressing any concerns or liaising with other agencies.

Ensure that we practice **safer recruitment** in checking the suitability of staff, and volunteers, governors and staff employed by another organisation to work with children and young people and maintain an up to date **Single Central Record** in line with Keeping Children Safe in Education (2019);

Ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate child protection checks and procedures have been completed on those staff.

Be alert to signs of abuse and neglect, both in the school and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil.

Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused or considered to be at risk, in accordance with any agreed child protection plan, child in need plan or Early Help/Team around the child (or equivalent plan).

Design and operate procedures which, so far as possible, ensure that teachers and others who have not done wrong are not prejudiced by false allegations.

Be alert to the medical needs of children with physical and mental health conditions.

Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse.

The Prevent Duty Guidance for England and Wales emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

In line with the Prevent Duty 2015 and section 26 of the Counter-terrorism and Security Act 2015, have '*due regard to the need to prevent people from being drawn into terrorism*' which includes assessing the risk of children/young people being radicalised and building children/young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Identify children who may be vulnerable to exploitation (criminal and sexual), and know what to do when they are identified.

Teach pupils about safeguarding and online safety, for example through use of online resources, through the curriculum and PSHE, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help.

Take all practicable steps to ensure that the premises are as secure as circumstances permit.

Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our school or in our local area.

Statutory and Regulatory Framework

This policy has regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with:

- Section 94 of the Education and Skills Act 2008
- Sections 29 and 38 of the Counter-Terrorism and Security Act 2015
- 'Revised' Prevent duty guidance for England and Wales July 2015
- The Prevent Duty: Departmental advice for schools and childcare providers June 2015
- Keeping Children Safe in Education 2018
- The Education (Independent School Standards) (England) Regulations 2014
- Statutory Framework for the Early Years Foundation Stage 2017
- The Children Act 1989
- Section 175 of the Education Act 2002
- Female Genital Mutilation Act 2003

- The Children Act 2004
- The Children and Families act 2014
- The Designated teacher for Looked after and previously Looked after children February 2018
- Working Together to Safeguard Children 2018
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
- What to do if you are worried a child is being abused: advice for practitioners 2015
- Child Sexual exploitation: Definition and guide for practitioners 2017
- Children Missing Education 2016
- Multi-Agency statutory guidance on female genital mutilation 2016
- Disqualification under the Childcare Act (2006) July 2018
- Sexual Violence and Sexual Harassment between children in schools May 2018
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (September 2018)

Keeping Children Safe in Education (2019) defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

There are three main elements to our Safeguarding Policy

- **Prevention** – e.g. positive school atmosphere, teaching and pastoral support to pupils.
- **Protection** – by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to safeguarding concerns.
- **Support** – to support children whose welfare has been compromised.

Brook House Junior School will therefore (Prevention):

- Establish and maintain an ethos where children feel secure and are encouraged to talk, to question and are listened to. This may be achieved through discussions in circle time and through our work on on-line safety.
- Ensure robust record keeping in every case including electronic and paper copies of documents and notes that are stored appropriately to ensure confidentiality.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children will be reminded on a regular basis of who is available at different times by class teachers and senior leaders. E.g. class teacher, lunchtime supervisors, learning mentor.
- Include in the curriculum activities and opportunities for Citizenship which equip children with the skills they need to stay safe.

Brook House Junior School will follow the procedures set out by the Local Safeguarding Children Board to (Protection):

- Ensure we have a designated team of people including senior leaders for safeguarding who have received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for safeguarding.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the Governing Body knows the name of the designated senior person responsible for safeguarding, their role and how to contact them.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, and for referring any concerns, to the designated senior person responsible for safeguarding.
- Notify social care if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan – Link with Attendance Policy (first day of absence contact).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.
- Keep written and/or electronic records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely – safeguarding records are kept electronically using CPOMS with only Safeguarding Team members having access to the records. Staff with access are the staff on the safeguarding team.
- Follow the Local Authority policy and procedures where an allegation is made against a member of staff or volunteer in line with guidance from the Department for Education.
- Use physical restraint by staff as a last resort. It will only be used by staff who are **Team Teach** trained for de-escalation and restraint. Or in circumstance outlined in the restraint guidance. This will be used when necessary: to avert potential danger and to prevent pupils from harming themselves or others, seriously damaging property; committing a criminal offence; from engaging in any behaviour which may detrimentally affect good order and discipline in school – in accordance with Sheffield Safeguarding Board policy on restraint.

Brook House Junior School will (Support):

- Follow the procedures set out in the Safeguarding Children Board Procedures where it is believed that a child is suffering, or is at risk of, significant harm or there are concerns about a parent/carers well-being.
- Support children who are identified as being in need by designating an adult with whom they can build a positive relationship of trust.
- The Safeguarding Lead will decide who needs to know and be involved in further investigations.
- The Safeguarding Lead will attend all meetings wherever possible.
- The Safeguarding Lead will decide who needs to be aware of the situation and be involved to support the child.
- A member of the Safeguarding team will complete any requests for information i.e. MACF forms MARAC forms/Case Conference forms.

Safeguarding Staff:

As part of our duty of care to staff we will:

- Be sensitive to changes in the behaviour of and/or circumstances of colleagues and notify a member of the SLT so that appropriate support can be given.
- Collect and securely store information pertaining to colleagues next of kin and any medical needs
- Provide photo ID and update colleagues DBS checks in line with school policy
- Uphold local authority policies relating to staff welfare
- Pupil records will include at least 2 contact names and addresses

Staff will be aware that:

- They should share concerns with either the Safeguarding Lead or the Deputy Safeguarding Leads at the earliest opportunity
- Safeguarding concerns are recorded on an electronic system (CPOMS) for which all staff have a log-in and have received training on.
- Concerns regarding safeguarding are recorded by the member of staff who has the concern, and this is shared with the Safeguarding Lead or their Deputy
- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the children.
- Children must NOT be told that any disclosures will be kept secret because information may need to be reported to the Local Authority's Designated officers (LADO), Social Care or the police, however, the adult dealing with a concern should not discuss the matter with anyone other than the Safeguarding Leads
- Children should know that someone else may need to be told in case further action needs to be taken, to keep them safe.
- Factual information is essential and should be recorded i.e.:
 - Know the date and time of the alleged incident and/or when the concern was initiated
 - Know the nature of the concerns and what gave rise to them
 - Know the action they have taken and the nature of involvement by others
 - If a disclosure has been made – have factual recording of the content of the disclosure and any responses that were made
 - It is essential that the member of staff does not 'question' the child as this may prevent other services from being able to interview the child at a later date.
 - If signs of injury/marks – complete body map.

Training:

- Designated staff will receive training on an annual basis.
- All staff will have an update of their basic safeguarding training annually using an Online Safety course.
- All staff will be reminded of the procedures at the beginning of each year and as deemed necessary throughout the year, and when the policy is updated.
- Volunteers will also receive an information booklet when they begin their volunteering.

The Governing Body will be informed regularly of any safeguarding issues arising in school. General information only will be used in order to maintain confidentiality for the sake of the child and to protect evidence that may be needed for any future prosecutions.

Monitoring and Evaluation will consist of:

- Link Governor monitoring.
- Reports at full Governors meeting.
- Reports from staff and Headteacher's termly reports to Governors
- Annual Headteacher and Governors Safeguarding Report with subsequent action points.

Types of Child Abuse

Physical Injury

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact or include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

FGM is illegal in the UK and mandatory reporting to the Police will commence in October 2015. FGM is classified as a form of child abuse for girls under 18-years-old, one which has long-lasting harmful consequences.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally as well as physically.

Indicators

Staff may become aware of a student because:

- She appears anxious, depressed and withdrawn
- Her educational performance, aspirations or motivation may decline
- She absents herself from lessons, possibly spending prolonged periods in the bathroom
- Her friends report their concerns

Girls may be most at risk during the summer holiday, so though staff will pay attention throughout the year they may pay particular attention in the summer term, and when girls return to school in the autumn.

We will create an 'open' and supportive environment by:

- Raising mandatory reporting duty & awareness of FGM among all staff (e.g. training, briefing sessions, guidance, etc.)
- Ensuring that the safeguarding team is fully aware of the issues around FGM
- Introducing FGM through body awareness into the school curriculum within relevant classes.

Actions

- Talk about FGM professionally & sensitively
- Explain that FGM is illegal in the UK and that survivors will be protected by the law
- If you are concerned that a pupil is at immediate risk of, or has undergone FGM, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately.

The DSL/D must:

- Make an immediate referral into Children's Social Care for further investigation alongside the Police and health services
- Talk to the student about why they have made a referral (particularly if against their wishes)

Staff should not:

- Examine a student (unless part of their normal personal care, e.g. nappy-changing, disability care etc.)
- Treat such concerns as a 'domestic' issue
- Ignore what the student has told them or dismiss the need for immediate protection
- Decide that it is not their responsibility to follow up the allegation
- Discuss their concerns with the student's family or community, in advance of any enquiries by the police, adult or children's social care

Agencies will always work with parents & wider family on a voluntary basis to prevent the abuse, including community leaders & organisations.

In all situations, the girl should be offered counselling and medical help and assess other related females who may be at risk.

Useful resources

- [Female genital mutilation: guidelines to protect children and women](#), HO & DFE 14
- Sheffield Safeguarding Children Board Child Protection and Safeguarding Procedures Manual – [Female Genital Mutilation](#)
- Sheffield Safeguarding Children Board (SSCB) [FGM fact sheet](#)

Peer on Peer abuse**Context and Definition**

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

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

Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

Recognising peer abuse

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

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery?
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour

County lines

What is County Lines?

Across the country, young people and vulnerable adults are being exploited by gangs to move and sell drugs on their behalf in suburban areas, market towns and coastal regions. This criminal activity is known as 'county lines', as young people travel to different regions where they're unknown to the police and can therefore operate undetected. These young people can be as young as 10 and are often subjected to threats, violence, and sexual abuse by the gangs.

The Home Office has produced resources to help recognise the signs of these criminal activities.

How does it affect young people and vulnerable adults?

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Signs to look out for:

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing

drugs. Any sudden changes in a person's lifestyle should be discussed with them. Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls and/or having multiple handsets
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association

Expected staff action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

Review Cycle

This policy will be reviewed annually.

Next Review date: September 2020