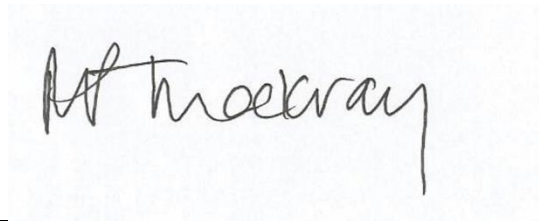




King
Ecgbert
School

Safeguarding and Child Protection Policy

Version	8
Date ratified	Ratified at Governing Body Meeting 11/10/2023
Full Governing Body	YES
Signature of Chair	
Date for Review	September 2024

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Document version control

<u>Version:</u>	<u>Date:</u>	<u>Details of changes:</u>
1	Jan 22	Initial review of this version of the policy
2	Feb 22	Updated guidance in Appendix 5 - Guidance for responding to incidents of sexual violence or sexual harassment (P45)
3	Mar 22	Updated curriculum map for L@kes added, showing links to Safeguarding topics.
4	Sep 22	All references to KCSIE 2021 updated to 2022
		All personnel information updated
		All references to peer-on-peer abuse updated to child-on-child abuse
		Page and paragraph numbers of KCSIE updated to correct information relative to KCSIE 2022
		Flow charts updated (P33 & 34)
		Paragraph re data sharing updated (P37)
		5.1 Paragraph 19 from KCSIE added
		4.2 Definition of abuse / harm updated
		3.5 Clarity around Governor training at KES updated
		4.14 Section about reviewing effectiveness of ICT systems filtering and monitoring updated
		4.11 Section added to provide information about support to be provided to LGBT+ students in terms of safe spaces to seek help (P27)
		4.11 Update to information about what should be included in a risk assessment following an incident of sexual violence or sexual harassment (P28)
		4.11.1 Update to information about intra-familial harms following an incident of sexual violence or sexual harassment (P29)
		3.3 Information about responsibilities of DSL updated to include knowledge of need for an Appropriate Adult (P11)
5	Jan 23	Clare Akram added as DDSL / DSD and Designated Teacher for LAC
6	August 2023	All references to KCSIE 2022 updated to 2023
		All personnel information updated
		Page and paragraph numbers of KCSIE updated to correct information relative to KCSIE 2023
		References to 'Children missing education' updated to 'Children absent from education'
		Appendix 10 added to show templates used for Child on Child abuse risk assessments
		Updated additional reading section (P39)
		Updated L@kes curriculum for 2023/24 (Appendix 1)
		3.3 Information for responsibilities of DSL amended to add need for appropriate filtering and monitoring systems are in place.
		4.3 Paragraph added re. staff professional curiosity
		4.14 Paragraph added re. filtering and monitoring systems

7	Oct 2023	Updated information in section 4.14 about MLT Filtering and monitoring practice following MLT Safeguarding meeting
8	Nov 2023	Updated information in section 4.14 about curriculum and staff training following Advanced DSL update training
		Updated curriculum information in Appendix 1 by adding the 6 th form enhancement programme



Safeguarding at King Ecgbert School

Headteacher: Paul Haigh

Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

Deputy Headteacher and Designated Safeguarding Lead (DSL): Siân Stockham

Senior member of staff responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority and other agencies.

Designated Safeguarding Deputy (DSD): Clare Akram

Deputises for the Safeguarding Lead. At KES, the DSD is the main liaison with external agencies.

Safeguarding Officers

KS3 David Beeden

KS4 Irene Marcuccio

On-line Safety Officer: Siân Stockham

Develops and maintains a safe on-line culture within the school.

Child Sexual Exploitation Lead: Siân Stockham

Develops and maintains policies & staff awareness of CSE, the Sheffield Safeguarding Children Board responsibilities and the Sexual Exploitation Service key priorities.

Prevent Single Point of Contact (SPOC): Siân Stockham

Leads within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

SENDCo: Hannah Liddell and Integrated Resource Coordinator: Matthew Vincent

Provides advice and support for staff and other agencies working with children with special educational needs and their families.

Designated Teacher for CLA: Clare Akram

Promotes the educational achievement of children who are 'looked after'.

Safeguarding Governor: Nadia Rizvi

Reviews the safeguarding policies and procedures and remedies any deficiencies or weakness in regard to child protection arrangements.

Chair of Governors: Richard Thackray

The chair of governors has a key role in the leadership and management of schools.

1. Policy Aims, Introduction and Purpose

Safeguarding and Child Protection Policy Statement

The aim of this policy is to safeguard and promote our children's welfare, safety, health and the associated guidance we provide to our young people. The children's welfare is of paramount importance. Our school fully recognises the contribution it can make to protect and support children by fostering an honest, open, caring and supportive climate.

There are 3 main elements to our Safeguarding and Child Protection Policy:-

Prevention

Creating a positive ethos and culture where teaching and pastoral support systems are in place and Safeguarding is seen as the responsibility of everyone.

Protection

Following agreed procedures, ensuring staff are properly recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.

Support

Support for children and school staff who may have been abused.

This policy applies to teaching staff, non-teaching staff, support and volunteer staff, and anyone else who is responsible for or is in contact with children in our school.

School Commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include activities and opportunities for PSHE/Citizenship (L@KES) in the curriculum which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure all staff and governors have up-to-date and regular safeguarding and child protection training.
- Create a culture of safe recruitment which includes the adoption of recruitment procedures that help to deter, reject or identify people who may pose a risk to the safety of children and young people.

2. Safeguarding at King Ecgbert School

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

Child protection is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of King Ecgbert School and the local Safeguarding Children Board. The key principles of child protection are:

- Children have a right to be safe and should be protected from all forms of abuse and neglect
- Safeguarding children is everyone's responsibility
- It is better to help children as early as possible, before issues escalate and become more damaging
- Children and families are best supported and protected when there is a coordinated response from all relevant agencies.

Definition of Safeguarding

King Ecgbert School adopts the definition used in Keeping Children Safe in Education 2023. This can be summarised as:-

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical 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.

Safeguarding is more than protecting children from deliberate harm. It relates to a number of aspects of school life that include health and safety, the use of reasonable force, meeting the needs of children and staff with medical or additional needs, first aid, educational visits, intimate care, internet and on-line safety and school security. The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils (Contextual Safeguarding).

Safeguarding involves a range of issues which can include:

- Physical, sexual, emotional abuse
- Neglect
- Young carers
- Show signs of mental health problems
- Bullying (including cyber-bullying and prejudice-based bullying)
- Racist, disability and homophobic or transphobic abuse
- Protecting children from the risk of radicalisation or extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse
- Domestic violence
- Issues specific to our local area and population e.g. anti-social behaviour, gang activity, youth violence
- Particular issues affecting children and young people including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

- Are within the care system and are looked after or have been previously looked after or have a social worker
- Asylum seekers

At King Egbert School pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. The L@kes curriculum is used to develop students' understanding of risk (Appendix 1) and information is available around the school in the form of posters and assemblies are used to ensure students know how to report concerns (Appendix 2).

Helping children to keep themselves safe

Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, including the sharing of nudes or semi-nudes and tackling bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. However all our students are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

Supporting Children and Young People at Risk

Our 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. The 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 suspension or exclusion from school.

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.

Children with behavioural difficulties, children with special educational needs and/or disabilities, children missing from education and children who are looked after are most vulnerable to abuse. Staff who work with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse.

In a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

This school will endeavour to support children 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 children and adults a sense of being respected and valued.

- The implementation of school behaviour management policies.
- 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 children 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 read and used in conjunction with other related policies in school. These include:

- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy (which includes guidance in use of restraint)
- Equalities Policy
- Whistle-blowing Policy (MLT)
- Health and Safety Policy
- Volunteers Policy
- Trips and Visits Policy
- Intimate Care Policy

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. Staff must make clear when talking to children that some issues relating to their safety cannot be kept confidential. All child protection/safeguarding issues should be dealt with in a confidential manner. The DSL and Headteacher will decide which members of staff, if any, need to be informed of the case. The only purpose of confidentiality in this respect is to benefit the child.

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. CPOMS (Child Protection On-line Monitoring System) must be used to record safeguarding concerns and to inform the safeguarding team.

All relevant documents are available through the CPOMS system.

Recording Information

When expressing a concern, or relaying an allegation, you must enter a timed and dated report onto CPOMS and pass on to the DSL in person.

Attendance at Child Protection Conferences

Our school will follow the recommendations for good practice from the local area Sheffield Children's Safeguarding Partnership with regards to attendance at Child Protection Conferences.

The Family Common Assessment Form (FCAF)

This form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Children & Young People's Directorate, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the FCAF. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the DSL/DSD. **This referral will be by telephone to the relevant team at Social Care.**

3. Roles and Responsibilities

3.1 Responsibilities of the School

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children and to report any concerns to the safeguarding team. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document. One member of our senior leadership team is responsible for the implementation of appropriate procedures. This person also has deputies.

Our school (Headteacher/Governing Body) will ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the Sheffield Children's Safeguarding Partnership Procedures. Staff in schools are ideally placed to notice changes in children's behaviour or to observe injuries, both of which could be indicators of abuse. As trusted adults, children may tell you they are being abused. Sheffield LA has laid down guidelines to be followed in relation to child protection. It is important that we are all familiar with them and follow them rigorously.

All staff working (including visiting staff) in King Ecgbert School are required to:

- Read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2023, and review this guidance at least annually.
- Be aware of our child protection and safeguarding policy and procedures, including referrals to statutory agencies. They must understand the role of the DSL and know how to deal with children missing from education.
- Observe and comply with the staff code of conduct (Mercia Learning Trust).
- Attend all relevant training and development provided by the school and be aware of all their responsibilities in line with Keeping Children Safe in Education 2023.
- Know how to deal with a disclosure. If a student discloses to a member of staff that they are being abused.
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy, in line with the Child Protection

Procedures and legal duty for reporting FGM as set out in this policy.

- Understand the school's management policy and procedure and knows what to do in the event of an allegation made against someone working with children.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child on child abuse as outlined in this policy.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Be aware of the early help process. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment.
- To undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- To ensure that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- To understand Ofsted grade descriptors in relation to personal development, behaviour and welfare of students.
- To monitor internet usage in accordance with PREVENT/KCSIE and know how to recognise and respond to inappropriate internet use. To ensure students and staff understand and agree to the relevant AUPs. To acknowledge that students using the internet on personal devices using their own 3G/4G connection do so with no School supervision. Students are advised to use the school guest wifi with their own devices but it is not possible to enforce this. King Egbert School has appropriate filtering and monitoring systems in place.
- To recognise that students with SEND have a higher risk of signs and symptoms being missed in terms of confusing these with their SEN or disability and to take steps to ensure this is not the case
- To ensure staff are updated on a regular basis `at least annually`. This is via:
 - email updates;
 - Staff briefings and meetings; and
 - online assessments.
- To ensure training includes:
 - induction training for all staff that covers KCSIE 2023;
 - basic training for all support/auxiliary staff;
 - Intermediate training for staff working in direct pastoral roles (including SCSB recommended training) (Appendix 3);
 - online PREVENT training and assessment from September 2022;
 - Governor training that covers KCSIE 2023;
 - reminders that at no time can we promise confidentiality; and
 - awareness that the child's wishes and feelings are important.
- To ensure that conversations with a child who discloses abuse follow these basic principles:
 - listen rather than directly question, remain calm;
 - never stop a child who is recalling significant events;
 - make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words);
 - advise information will have to be passed on;
 - avoid coaching/prompting;
 - never take photographs or videos of any injury;
 - allow time and provide a safe haven/quiet area for future support meetings;
 - share all concerns no matter how trivial they may seem to the DSL/DSD who will notify and follow up with the referral and response service any significant concerns immediately, without delay (do not wait for 24 hours) in writing; and

- for children with a social worker, where new information is shared by the young person, the DSL/DSD will ensure information is shared with the social worker and not withheld until core/review meetings take place.

3.1.1 Visitors to the School

All visitors to the School are expected to sign it at Main Reception. Sign-in is an electronic process and requires all to agree that they have read and understood the Safeguarding Leaflet (Appendix 4) that is available to explain the Academy expectations around safeguarding students. Lanyards are issued to visitors that are colour-coded and denote the level of supervision required around the site as follows:

- green - teachers and support staff that are directly employed by the School, Governors, trainee teachers and any volunteer who has undergone DBS checks carried out by the School / Trust. Support staff employed by other agencies outside of school and volunteers who have undergone DBS checks carried out by an organisation other than the School who may have direct, unsupervised, contact with students.
- red - parents and visitors for whom there is no DBS in place and who must be accompanied by a member of staff at all times whilst on the school site.

Students and staff across both sites are made aware of the lanyard colours and understand that they must escort (where possible) or direct any visitors not wearing a lanyard immediately to Main Reception to complete adequate sign-in procedures. Students are informed during their regular safeguarding assemblies to alert a member of staff to any unidentified adults and to keep communication with them to a minimum.

3.2 Responsibilities of the Headteacher

- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored.
- Ensure that whilst the activities of the Designated Safeguarding Lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the DSL.
- Meet regularly with the DSL.
- Ensure that the DSL has appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available.
- Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures.
- Attend advanced training through the Local Authority.
- Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns, and can make appropriate referrals, including to early help services.
- Be alert to the signs of harm and abuse and specific safeguarding issues including but not limited to: Child Sexual Exploitation (CSE); Child Criminal Exploitation including County Lines activity; serious violent crime including serious violent sexual offences; child on child abuse, FGM, and radicalisation. Child on child abuse can manifest itself in many ways but often in bullying (including cyber bullying) gender based violence / sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child on child abuse.
- Appoint a designated teacher to promote the educational achievement and welfare of students who are looked after and to ensure that this person has appropriate training.
- Communicate clearly to school councillors, visitors, parents, and students so everyone understands the school's safeguarding policy and procedures.
- Appoint a DSL and Deputy DSL giving consideration to the range of responsibilities the DSL undertakes, e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.

- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff online areas and the website (along with this policy).
- Report to the Governing Body regularly regarding the effectiveness of safeguarding and implementation of related policies.
- Ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure all appropriate checks are made in relation to all staff, volunteers, and visitors, including Section 128 checks for School Governors.
- Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff at the school.

3.3 Responsibilities of the Designated Safeguarding Lead and Deputies.

The Designated Safeguarding Lead is responsible for safeguarding and child protection at King Ecgbert School. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- Be aware of the requirement for children [investigated by the police] to have an Appropriate Adult

Whilst not exhaustive, the following list is practical examples of DSL/DSD responsibilities.

- Being available for all staff to discuss any safeguarding issues or concerns.
- Ensuring all staff are aware of the DSL and deputy contact details.
- Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the early help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher appraised.
- Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
- Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- Attending accredited, enhanced training each year, as required to fulfil the role.
- Ensuring that appropriate training for staff (including periodic updates via e-bulletins, email, or as part of staff meetings) is organised according to the agreed programme with the Head Teacher and renewed through ongoing professional development.
- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring that effective communication and liaison takes place between the school and the Local Authority or partner agencies, and any other relevant agencies, where there is a Safeguarding concern in relation to a student.
- Ensuring that all staff have an understanding of child abuse, neglect, and child on child abuse (including serious violence and serious sexual violence, Child Criminal Exploitation, FGM, and Prevent) and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND).

- Maintaining details of any looked after child's social worker and the name of the Virtual School Head (in the authority that looks after the child).
- Dealing with allegations of abuse, including assessments for early help, in accordance with local and statutory procedures.
- Supporting key staff in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Liaising with the Governing Body's nominated governor for safeguarding.
- Ensuring relevant records (and further information not contained in the child's child protection file) are passed on appropriately when students transfer to other schools, or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the school and ensures liaison to support the welfare and safety of the child.
- Undertaking the Sheffield Children Safeguarding Partnership (SCSP) annual safeguarding audit.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support key staff who make such referrals directly.
- Contributing and helping other staff to contribute to early help assessments.
- Meeting regularly with the Head Teacher to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each staff and/or Senior Leadership Team (SLT) meeting.
- Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the school and meet the needs identified in the student's personal education plan.
- Ensuring that appropriate filtering and monitoring systems are in place for student use of the internet on all devices in school

3.4 Responsibilities of the Governing Body.

- To assess the impact of this policy in keeping children safe.
- To ensure that the school operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site;
- To ensure that the school has procedures for dealing with allegations of abuse made against any member of staff or adult on site, including low-level allegations;
- Contribute any local, contextual information that may support children's safety and welfare.
- Appoint a nominated governor to liaise with the Head Teacher and Designated Safeguarding Lead (DSL) on Safeguarding issues.
- Receive and consider regular reports from the Head Teacher about the effectiveness of safeguarding and child protection at the school.
- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe.
- Review and annually approve the safeguarding policy, ensuring it complies with all law, regulation and good practice. They will also hold the Headteacher to account for its implementation.
- Ensure all Governors read Keeping Children Safe in Education 2023 Part 1 and Annexe B.
- Receive any allegations made against the Headteacher.
- To ensure that they undertake a review of behaviour and safety (safeguarding) as part of the Governing Body Self-Evaluation on a regular basis.

3.5 Staff training.

Our school will ensure that the Headteacher, the DSL and the governing body attend training relevant to their role.

Induction Training – this is mandatory and should include;

- the child protection policy;
- the behaviour policy;
- the Mercia Trust Code of Conduct;
- the safeguarding response to children who are absent from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually. Sheffield Children Safeguarding Board provides this training (see Appendix 3).

All staff, whether paid or unpaid, will

- receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and to be aware of the school's processes and procedures.
- (as a minimum requirement) attend compulsory induction training when joining the school and complete statutory basic training (SCSB) every 3 years. This will include training in procedures to follow, signs to note and appropriate record keeping
- have access to appropriate training in order that they are able to react appropriately should an incident occur.
- be trained to recognise and respond to situations where a child may be considered to be at risk.

Governing bodies and proprietors 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. At King Ecgbert School, all Governors take part in the full KCSiE training (that covers Part One and Annex B) at induction and then at least annual updates. The safeguarding bulletins are shared with Governors as well as all staff.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

4. Practical Advice

4.1 Responding to Suspicion or Allegation of Abuse

(Definitions of types of abuse and signs that may indicate a child is being abused are listed in sections 4.2 – 4.9 of this document)

We have clear procedures to respond to two situations:

- Suspicion of abuse
- Allegation of abuse

In both situations it is vital to make a detailed record, including child name, form and any relevant dates and times, any other people who were present when the allegation was made, the actions taken by you,

anything which you have been told and so on. The record should be factual, dated and should include the time at which it was written.

Suspicion of Abuse

You may develop a concern that a child may be suffering, or is likely to suffer, harm. S/he may exhibit certain of the signs listed, or her/his behaviour may change with no satisfactory explanation. Share your concerns on CPOMS and with a member of the safeguarding team, who will discuss the appropriate course of action.

Allegation of Abuse

If a child tells you that s/he is suffering significant harm or his/her explanation of a physical injury is that it has been caused by someone else, this is an allegation of abuse. Any allegation will need to be investigated by the appropriate safeguarding authority and/or the Police.

What to do:

- Take the child seriously. It is rare for children to make false accusations, particularly of sexual abuse.
- Make time straight away for the child to talk to you in private. If this presents difficulties over cover for a class, inform the DSL or any member of SLT.
- When talking with the child:
 - Stay calm and reassuring
 - Explain that you cannot promise to keep what the child tells you a secret
 - Tell the child you might need to get someone else to help
 - Allow the child time and space to talk
 - Listen to, and take seriously, what the child tells you
 - Tell them that whatever the circumstances, they are not to blame
- Do not interrogate the child, but check out in a non-leading way that you are receiving a correct message
- Reassure the child that they have done the right thing in telling someone
- Ask the child if they have told anyone else
- Do not make any promises to the child
- Inform a member of the safeguarding team or the Headteacher.
- Write down everything the child told you, date and time of the account and give it to the person to whom you have referred the allegation. This account must then be passed on to the DSL for the Child Protection file.
- As the person the child has entrusted in disclosing information it may be appropriate for you to continue to support the child, for example by being involved with any case conference that may follow. You will be kept informed as to the outcome of any disclosure.
- **Confidentiality is vital.** The DSL and Headteacher will decide which other staff, if any, need to know of the case.
- Do not contact anyone with parental responsibility until agreed by the investigating agency.
- Any member of staff can, in line with the 'Whistle-blowing Policy', contact Andrew Adedoya the Local Authority Designated Officer (LADO) on 0114 2734850

Procedures for DSL and safeguarding team

Where a member of staff relays a suspicion that a child may be at risk

- Establish clearly with the member of staff the identity of the child concerned. Record the name, form, address and date of birth of the child, where they are, who is with them and how they are.
- Ensure that there is a timed and dated record of any concerns from the member of staff. This should

be passed to the DSL for inclusion in the Child Protection file.

If we know that the child is already known to Children's Services / Social Care, then we should be aware of their current situation (e.g. who their key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker, via Social Care or do nothing other than reassure the teacher that we are aware that there is some basis to their concerns and that support is being offered to the child.

If the child is not known to Children's Services / Social Care we will use our professional judgement in deciding on a course of action. Depending on the nature of the concern we may:

- Decide to keep a watching brief
- Seek advice from Safeguarding Advice Line (2037485)
- We will keep a record of all contacts with external agencies.
- Whether or not we decide to make a referral, we will see the teacher concerned, inform them of what is happening and reassure them that they did the right thing in relaying and recording their concerns.

When a child alleges abuse

(Any allegation made will need to be investigated by one of the statutory agencies)

If appropriate, ensure that a trusted adult stays with the child. If this presents any difficulty over cover, inform any member of SLT.

In the case of physical abuse injury, a first aider along with a member of the safeguarding team should see the child. If there is any evidence of bruising then make a sketch jointly with the first aider, being specific about location and size. NB involvement of a first aider must be done discreetly. Too much questioning of the child could prejudice any possible court case.

A member of the safeguarding team will take responsibility for the referral.

Before referral, ensure that we have the following information:

- Details of the child- name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility
- Details of the concern - description of injuries/circumstances which are causing concern
- Details of any explanation or comment from the child
- Condition, location and expectations of the child
- Information given to parents/carer, if any
- Any background information
- Check the Child Protection register.
If the child is known to the register, then the member of the safeguarding team will contact the appropriate key worker.
- If the child is not known to the register, a referral must be made to the Safeguarding Hub.

Following a referral, we will act on the advice of the Social Care Team.

If the safeguarding team are concerned about any response, or lack of response, from Social Care, a member of the safeguarding team will contact the Safeguarding Advice Line and refer to the Resolution of Practitioner Disagreements as set out by Sheffield Safeguarding Children Board.

4.2 Signs and symptoms of abuse and neglect

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. 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.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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 for meeting the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it (see section 4.11.1).

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 maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or 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.

(Definitions taken from KCSIE 2023)

4.3 Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL. All staff should also be aware that 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.

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.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused. A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;

- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

Children may not feel ready or know how to tell someone that they are being abused, exploited and/or neglected and they may not recognise their experience as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns.

4.4 Information about 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. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM typically takes place between birth and around 15 years old; however it is believed that the majority of cases happen between five and eight.

The school recognises the areas where FGM is prevalent and works in partnership with agencies to safeguard any child at risk of FGM. The DSL understands this is classed as child abuse in the UK and will report any risk to 101 immediately. The school have access to SCSP training on FGM and the designated safeguarding teacher includes FGM in whole school safeguarding training.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children’s social care. The duty does not apply in relation to at risk or suspected cases.

Key points

- **FGM is illegal in the UK.** For the purpose of the criminal law in England and Wales, FGM is mutilation of the labia majora, labia minor or clitoris.
- FGM is an unacceptable practice for which there is no justification. **It is child abuse and a form of violence against women and girls.**
- FGM is **prevalent in 30 countries**. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.
- It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.
- **FGM is a deeply embedded social norm, practised by families for a variety of complex reasons.** It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

FGM indicators include:

- a low level of integration into UK society;
- a mother or a sister who has undergone FGM;
- girls who are withdrawn from PSHE;
- a visiting female elder from the country of origin;
- being taken on a holiday to an ‘at risk’ country (especially before the summer holidays);
- talk about a ‘special’ procedure/celebration to become a woman.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

Information from SCSP: Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

The 'One Chance' rule.

As with Forced Marriage, there is the 'One Chance' rule regarding FGM. This refers to staff potentially only having one chance to speak to a potential victim and thus may only have one chance to save a life. It is essential that the school takes action without delay.

4.5 Information about Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex B of KCSIE 2023 (P141).

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can

include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

(Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. CSE and CCE can occur without any of these issues.)

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in care (particularly those in residential care and those with interrupted care histories);
- sexual identity.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (County Lines, see page 143 of KCSIE for more information), forced to shoplift or pickpocket, or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;

- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

4.5.1 Information about County Lines

‘County Lines’ is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Staff should make themselves aware of issues surrounding County Lines.

How do you know if County Lines drug dealing is happening in your area?

Some signs to look out for include:

- An increase in visitors and cars to a house or flat.
- New faces appearing at the house or flat.
- New and regularly changing residents (e.g. different accents compared to local accent).
- Change in resident’s mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional).
- Substance misuse and/or drug paraphernalia.
- Changes in the way young people you might know dress.
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc).
- Residents or young people you know going missing, potentially for long periods of time.
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, and disengagement from school.
- An increase in anti-social behaviour in the community.
- Unexplained injuries.

4.5.2 Serious violence

All staff at King Ecgbert School will be made aware of the indicators that may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All staff will be made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or

permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

4.6 Information about Domestic Abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners, if the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Operation Encompass operates in the majority of police forces across England and King Egbert School has joined this initiative. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult(s) (Siân Stockham or Clare Akram at KES) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and

loved ones. It also has a form through which a safe time from the team for a call can be booked.

4.7 Information about preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of the school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the DSL. Siân Stockham has received training about the Prevent Duty and tackling extremism and are able to support staff with any concerns they may have.

King Egbert School uses the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;

- verbalising anti-Western or anti-British views;
- advocating violence towards others.

All staff understand and know how to recognise and respond to any changes in behaviour that could indicate that a child is in need of protection/ or being radicalised. Staff understand the definition and mandatory reporting duties.

The LA PREVENT lead, Andrew Adedoyin (0114 2523893) should be contacted to report concerns. If he is unavailable, staff should call 101. If travel abroad is suspected or there is an immediate threat, staff are aware to call 999 and they also have access to the confidential anti-terrorist hotline 0800 789321.

The DSL will also contact the referral and response service immediately if a child is at risk and follow local safeguarding procedures.

From September 2022, staff will be expected to complete the online information and training session regarding PREVENT, provided by the Home Office, including the online assessment tool. A record of this training is to be kept within the school. All new staff members will be asked to complete this as part of their induction.

The WRAP3 trainer at King Egbert School is Siân Stockham (from February 2022).

4.8 Information about so-called “Honour-based” Abuse (HBA)

HBA encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

4.8.1. Forced Marriage

Arranged marriages are those that are arranged by families of the two individuals concerned. The marriage is solemnised with the freely given consent of the individuals and all parties.

In **forced marriages** one or both parties do not consent to the marriage and some element of duress is involved, that is either emotional or physical in nature. It may have been agreed when the child was very young.

A forced marriage of a young person under the age of 18 is a safeguarding concern, because it is likely to cause Significant Harm. Concerns around forced marriages must be reported to Sheffield Safeguarding Hub on 0114 273 4855.

4.9 Information about Children absent from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and addresses poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in KCSIE 2023 the Academy has:

1. staff who understand what to do when children do not attend regularly;
2. appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions);
3. staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
4. procedures to inform the local authority when we plan to take students off-roll when they:
 - a. leave school to be home educated;
 - b. move away from the school's location;
 - c. remain medically unfit beyond compulsory school age;
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded.

We will ensure that students who are expected to attend but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the student's new school and their expected start date.

All pupils will be placed on admission and attendance registers as required by law.

We will only remove a child off our admission register when authorised by the local authority and only after following local authority guidelines. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Sheffield procedures. The Children Missing from Education Team can be contacted on 0114 273 6462.

4.9.1 Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or become involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the local authority. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

4.10 Students with Special Educational Needs or Disabilities (SEND)

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At King Egbert School we identify students who might need more support to be kept safe or to keep themselves safe by:

- maintaining an up to date SEND register that is accessible to all relevant parties;
- providing key-workers for SEND students;
- providing "safe havens" for SEND students;
- sharing information as required to ensure all staff have up to date knowledge of SEND students

4.11 Information about child on child abuse

Staff should be aware that safeguarding issues can manifest themselves via child on child abuse. The different forms that this type of abuse can take are:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment. (See 4.11.1)
- Harmful Sexual Behaviours (HSB), which is developmentally inappropriate sexual behaviour displayed by children and young people that is harmful or abusive
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. It is recognised that it is more likely that girls will be victims and boys perpetrators, but all child on child abuse is unacceptable and will be taken seriously. Different gender issues can be prevalent when dealing with child on child abuse, for example including being sexually touched/assaulted or being subject to initiation-type violence. At King Egbert

School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. All allegations of child on child abuse will be recorded using the school's CPOMS safeguarding system and within the school behaviour management system (SIMS). We also recognise that no reported cases of child on child abuse does not mean that such events are not taking place and it is important for all staff to maintain a culture of vigilance and awareness.

Occasionally, allegations may be made against students by others in the Academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil if some of the following features are found:

- it is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- it is of a serious nature, possibly including a criminal offence;
- it raises risk factors for other students in the school;
- it indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

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. At King Ecgbert School students are encouraged to meet with and speak to their Year Manager and they can communicate through the school email system to make arrangements to do so.

Our whole school approach to education of students ensures that students are made aware through regular safeguarding assemblies and their L@kes lessons about how to report any concerns and it is reinforced that this type of abuse will not be tolerated and that they will be taken seriously. The curriculum encompasses such issues as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual child on child abuse, violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment.

The immediate response to a report:

Managing the disclosure

The initial response to a disclosure from a child is important. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe. It is important to maintain effective safeguarding practice including:

- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed
- Only recording the facts as the child presents them.

- Informing the designated safeguarding lead, or deputy, as soon as practically possible.

Confidentiality

Staff taking a disclosure should never promise confidentiality. The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. The designated safeguarding lead, or a deputy, should consider the following:

- parents or carers should normally be informed unless this would put the victim at greater risk
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed then a referral should be made to children's social care
- Rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the police.

Ultimately, the designated safeguarding lead or a deputy will have to balance the child or young person's wishes against their duty to protect them and other children.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately. Information is available from [CPS: Safeguarding children as victims and witnesses](#).

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead or a deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider the:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded, either written or electronically, and should be kept under review. The designated safeguarding lead and/or a deputy should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. (Appendix 10 – Template for risk assessment(s))

4.11.1 Information about Sexual Violence and Sexual Harassment

Sexual violence is the offences outlined below under the Sexual Offences Act 2003:

Rape: Intentional penetration of the vagina, anus or mouth of another person, using the penis, without consent

Assault by penetration: intentional penetration of the vagina or anus of another person using a body part (other than the penis), or other object, without consent

Sexual assault: Intentionally touching another person sexually, without consent

Sexual harassment is unwanted conduct of a sexual nature, including sexual comments, “jokes” or taunts; physical behaviour; or online sexual harassment

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT+ children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Receiving reports of child on child sexual violence and/or sexual harassment should be handled and dealt with using the guidance in Part 5 of KCSIE 2023 (P105). Appendix 5 of this policy sets out a framework for responding to reports, including all possible levels of response, but it should be understood that this is guidance only and decisions about how best to proceed in all cases will be made by the DSL and / or DSDs having carefully considered all information available.

Actions following reports will take into consideration paragraphs 467 - 470 of KCSIE 2023 to ensure that victim and alleged perpetrator are supported appropriately. The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Each case will be individually Risk Assessed to ensure that this is the case. It is also important to have an understanding of intra familial harms and any necessary support for siblings following incidents.

Reducing the risk of sexual violence and sexual harassment is seen within the whole school culture of safeguarding. Effective programmes of personal, social, health and economic education (PSHE) and sex and relationships education (SRE) are in place in the form of the L@kes curriculum. Students are made aware of how to raise concerns through regular reminders in assemblies as well as part of their L@kes lessons.

Sharing nudes and semi-nudes (previously known as sexting)

In cases of where nudes or semi-nudes have been shared, the school follows guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in December 2020: 'Sharing nudes and semi-nudes'. Year Managers receive enhanced training to ensure they have a secure knowledge and understanding as the most likely persons to lead investigations into such incidents.

Sharing nudes or semi-nudes ('Sexting') does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

Children with sexually harmful behaviour (see Mercia Trust Guidance for detailed definition and guidance on how to respond to incidents)

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

4.12 Information about safeguarding and mental health

All staff at King Egbert School are aware that 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.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy. Concerns should also be shared through the CPOMS safeguarding recording system.

4.13. Students with a social worker

At King Egbert School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

We recognise that children with social workers can need extra support. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL and/or DSDs will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

4.14. Approach to online safety and safeguarding

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated in terms of CCE, CSE, radicalisation, bullying etc.

Online safety is an integrated and interwoven theme with other safeguarding considerations. The DSL and/or DSDs take a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager and Head of ICT/Computing.

King Egbert School is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that students may have unlimited and unrestricted access to the internet via mobile phone networks (ie. 3G, 4G and 5G). This access means some students, whilst at school, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large group chats), and view and share pornography and other harmful content. This should be approached in the same process outlined in section 4.11

At King Egbert School we manage this risk by requiring students to switch their mobile/smart devices off on entry to the school and store them securely in their bags. We challenge any devices that we see not stored in this way and approach any incidents perpetrated in this way using the process outlined in section 4.11

Provision of education via remote learning will comply with governmental advice [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/safeguarding-and-remote-education-during-coronavirus-covid-19)

King Egbert School will work within the guidelines set out in the DfE Filtering and Monitoring standards. The DSL will take responsibility for ensuring that appropriate filtering and monitoring systems are in place and that they are reviewed regularly. This work will take place in partnership with the KES Network Manager and MLT IT Director.

The internet filter at KES is Smoothwall. Smoothwall alerts are sent to the DSL each day. When an alert causes a concern, it is shared with the appropriate pastoral staff member (usually Year Manager, SENCO or IR Manager) to investigate and report back. All concerns are entered onto CPOMS and then actions recorded as per the usual reporting process for all safeguarding concerns.

Monitoring at KES is carried out via a piece of software called SENSO, this monitors individual screens. SENSO alerts go to the Network Manager who forwards to DSL or other pastoral staff member. Any SENSO concerns are entered onto CPOMS and then actions recorded as per the usual reporting processes for all safeguarding concerns.

AB Tutor is installed in computer rooms / suites, enabling staff to live monitor children's screens in the classroom.

Basic training about how to monitor and report concerns is delivered as part of the annual KCSiE training for all staff. In addition (as part of the tiered training programme) all Pastoral Staff and DSL, DDSL complete the Online Safety Alliance (OSA) Certificate of Online Safety to support conversations with students and parents when alerts are received.

DSL, Head of L@kes and Head of Computing will use UKCIS Education for a Connected World framework to audit, monitor and inform the curriculum for Online Safety across Y7-11. The OSA certificate of online safety for students will be incorporated, over time, into the curriculum for Y7-11. Y12 & 13 students complete the OSA Certificate of Online Safety through induction and Enhancement programmes.

4.15 Looked after Children (LAC/CLA)

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and

care arrangements including contact. The designated teacher for Looked After Children and the DSL have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan). At King Egbert School this person is Clare Akram (DDSL).

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Liaison with the Virtual Head

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority.

The school's Designated Teacher for looked after children will work with the virtual school head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the student's personal education plan.

5.Reporting Concerns

5.1 Reporting concerns about students

All staff who have any safeguarding concerns should report that concern using the CPOMS reporting shortcut button on the school desktop. In the event that it is not possible to report online, there are paper copies of reporting forms (see Appendix 6) available in the following locations: Main Reception, Attendance Office, DSL office, DSD office. A paper concern form should be handed directly to either the DSL, DSD or a Safeguarding Officer.

Concerns should be reported as quickly as practically possible and always on the day that the concern arises. It is not sufficient for a verbal report of a concern to be made; it must be in writing and directly from the concerned party.

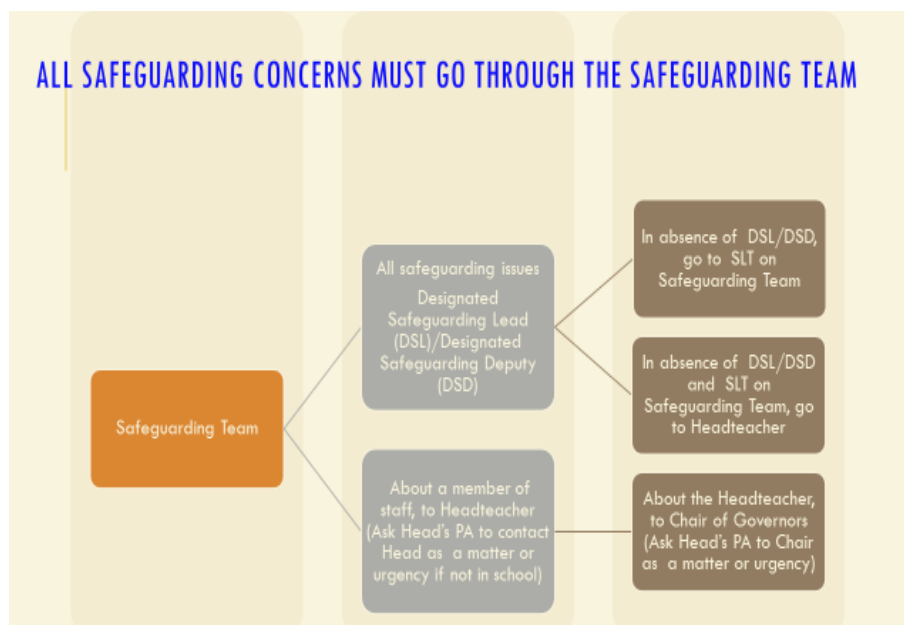
Any verbal conversations that occur following an initial concern should be recorded in writing and logged on CPOMS as a response. The DSLs and DSDs are notified that a concern has been logged through the online reporting system by email and can then respond appropriately.

All actions following the initial concern should be logged on CPOMS to provide a complete chronology of events, with date and time marked clearly. All references to other students involved should be made using only the student's initials.

The concerns logged are only accessible by the following people: Paul Haigh (Headteacher), Siân Stockham (DSL), Clare Akram (DDSL), Safeguarding Officers and the Year Manager / SLT Link of the relevant year group. Concerns are shared and deployed to relevant staff to take action and information is shared on a need-to-know basis.

Students are informed of the processes available to them for reporting concerns about their peers, as well as if they have concerns of their own. Assemblies include information for students on where to go if they need help for themselves or someone else. Students also have access to the KESconfidential email address if they are unable to report their concern in person or feel uncomfortable doing so.

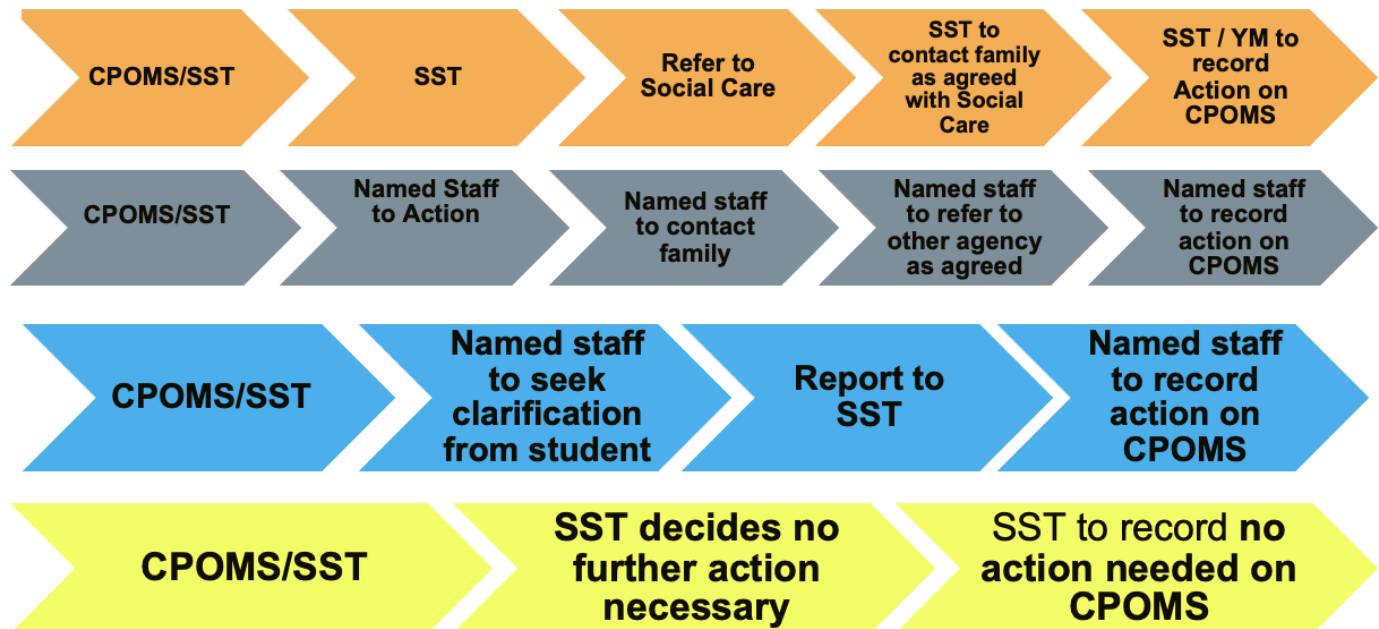
All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.



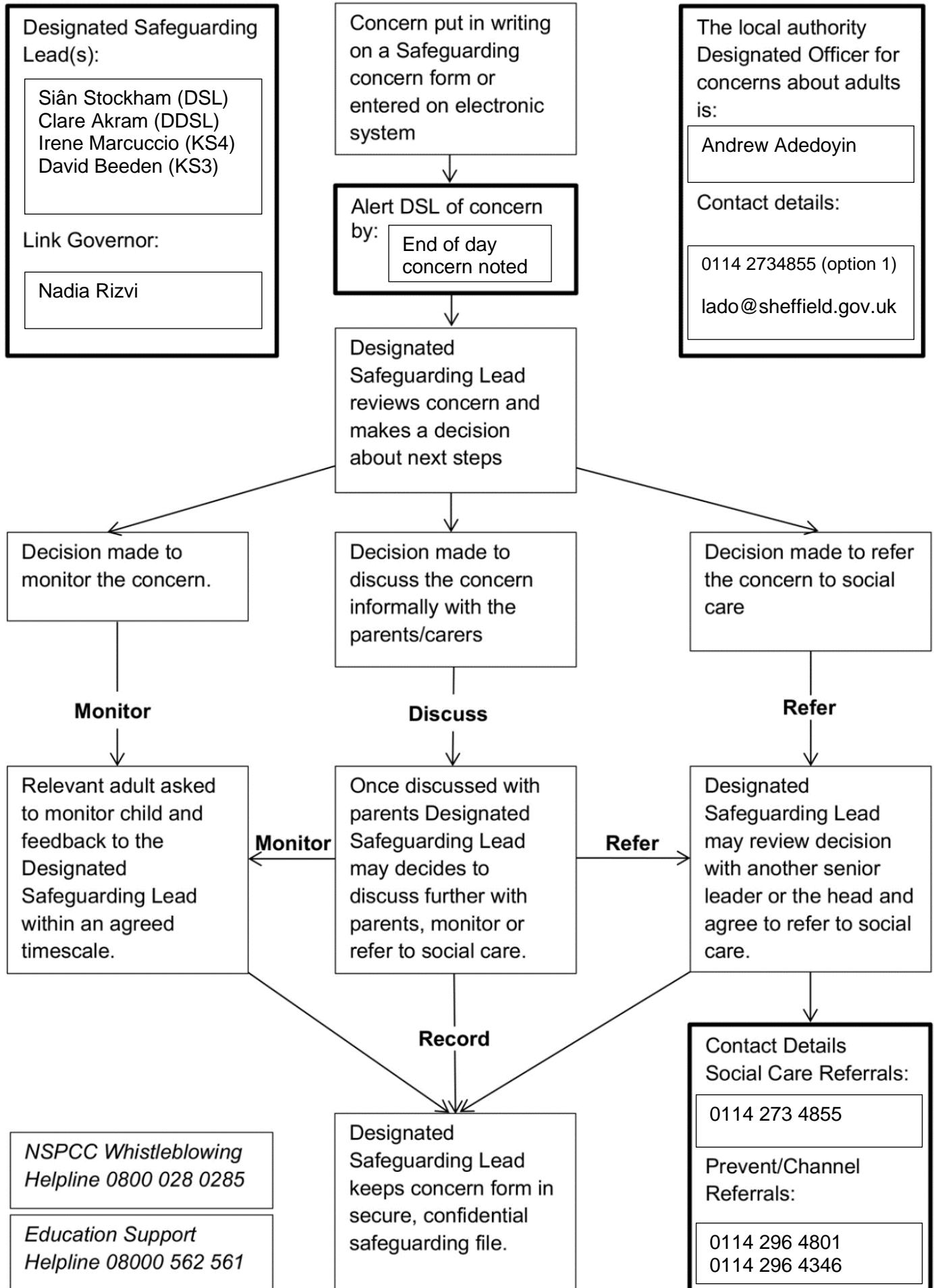
Possible pathways of action (these are not exhaustive)

In the extremely unlikely event that the DSL, DSD(s) or Safeguarding Officers are not available – staff should speak to any member of the Senior Leadership Team (SLT).

Staff should always maintain an attitude of it can happen here where safeguarding is concerned.



FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



5.1.1 Transfer of records

All safeguarding and child protection records will be transferred to new schools/settings in a secure manner and a receipt obtained from the receiving school. Where other settings are using CPOMS this method will be used as far as possible.

On admission to King Egbert School, a standard letter will be sent to the former school of all new students requesting that any safeguarding or child protection records be sent to us securely: FAO - Sian Stockham.

5.2 Reporting concerns about adults

At King Egbert School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by email obtained from the Headteacher's PA. An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher/principal. Concerns may come from various sources, for example, a 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.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018.

Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHS (Child and Adolescent Mental Health) may be required.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law.

Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

5.3 Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the Academy, staff should refer to the Whistleblowing Policy (Mercia Learning Trust).

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed;
- a legal obligation has been breached;
- there has been a miscarriage of justice;
- the health or safety of any individual has been endangered;
- the environment has been damaged;
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000. This information is displayed in staff areas and forms part of the induction and basic safeguarding training each year.

6.0 Information sharing and confidentiality

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent (KCSIE 2023, para 120).

Additional reading:

Alongside this policy, all staff should also read

- Keeping Children Safe in Education 2023 Part One and Annexe B
- Mercia Learning Trust Staff Code of Conduct
- Mercia Learning Trust Whistleblowing Policy
- KES Behaviour Policy

Non-mandatory, but useful reading:

Working Together to safeguard children
Sharing nudes and semi-nudes

Equal Opportunities

King Egbert School and Governing Body must take into account the Equality, Diversity, and Values Policy when discharging their duties under this policy.

Appendices

Appendix 1

Summary of L@kes Scheme of Learning to support safeguarding children in King Egbert School and 6th form Enhancement Programme

Safeguarding topics in L@kes

Here at King Egbert School, our L@kes curriculum develops and promotes our students to understand the importance of keeping themselves and others safe. All L@kes lessons that have a safeguarding link and refer to key terms outlined in the 'Keeping Children Safe in Education' document, have clear signposting to relevant people and organisations that can support and help our students.

The L@kes curriculum below, provides an overview of the topics covered in each year group. **The topics in bold indicate significant safeguarding themes and links to keeping children safe.** Our L@kes curriculum will adapt and change to suit the cohort of our students and to meet the challenges within society and the online world.

SAFEGUARDING LINKED TOPICS – IN BOLD

L@kes Curriculum Overview

KS3 and KS4

Year 7	Core theme	Lesson
Term 1a	Relationships Health and well-being	1. Introduction to L@kes? 2. New beginnings 3. Our school community – how can I help myself? 4. Friendships 5. Conflict and resolution 6. Peer pressure 7. Everybody's different
Term 1b	Relationships Health and well-being Wider World	1. Anti-bullying part 1 2. Anti-bullying part 2 3. Anti-bullying raps 4. Cyber bullying 5. E-safety 6. Knife and gun crime (KS3 lesson) 7. Termly reflection/self-assessment
Term 2a	Relationships Health and well-being Wider World	1. BFV and identity 2. Gender equality 3. Discrimination 4. Anti-racism 5. Refugee, asylum, and migrants 6. Y7 Diversity T-shirt design competition
Term 2b	Religious beliefs	1. What is faith? 2. What makes someone religious? 3. What do Christians believe? 4. What do Muslims believe? 5. Living in a multi-faith society 6. Termly reflection/self-assessment
Term 3a	Health and well-being Wider World	1. Personal Safety – water, beaches, lakes/rivers 2. Personal safety – on/around transport 3. Money and budgeting part 1 4. Money and budgeting part 2 5. Wants v needs 6. Introduction to drugs education
Term 3b	Relationships Health and well-being	1. Growing up, puberty and emotions 2. Let's talk periods 3. Personal hygiene 4. Getting along with family 5. Healthy v unhealthy relationships 6. Types of relationships 7. Child on child abuse

Year 8	Core theme	Lesson
Term 1a	Health and well-being Relationships	1. Intro to L@kes (NEW) 2. Healthy lifestyles part 1 3. Healthy lifestyles part 2 4. Mental health part 1 5. Mental health part 2

		6. Smoking and vaping part 1 7. Smoking and vaping part 2
Term 1b	Religious beliefs	1. Intro to Judaism 2. The Torah 3. Jewish beliefs and worship 4. <u>Anti-Semitism (NEW)</u> 5. Jewish festival – research and presentation planning 6. Jewish festival – class presentations 7. Termly reflection/self assessment
Term 2a	Health and well-being	1. Intro to first aid 2. CPR/AED 3. Bleeding 4. Asthma and allergies 5. Choking and head injuries 6. First aid student assessment
Term 2b	Wider world	1. Communities 2. Campaigning 3. Resources, waste and recycling (NEW) 4. Global environmental issues 5. Global organisations 6. Termly reflection/self assessment
Term 3a	Relationships Health and well-being	1. Positive and negative relationships part 1 2. Positive and negative relationships part 2 3. Sexting/indecent images 4. Online relationships 5. Marriage and commitment 6. How to deal with break ups?
Term 3b	Wider world	1. Age responsibility 2. Law and order part 1 3. Law and order part 2 4. Drugs education 5. County lines/drug runners 6. Radicalisation and extremism 7. Termly reflection/self assessment

Year 9	Core theme	Lesson
Term 1a	Well-being Relationships	1. Intro to L@kes 2. Sleep and screen time 3. Mental health and well-being part 1 4. Mental health and well-being part 2 5. Self-harm 6. Drugs Education 7. Coping with difficult situations
Term 1b	Health and well-being Relationships Wider World	1. Exploitation and grooming 2. Child Sexual Exploitation - CSE (part 1) 3. Child Sexual Exploitation - CSE (part 2) 4. Child Criminal Exploitation – CCE 5. County Lines/drug runners 6. Positive by stander 7. Termly reflection/self-assessment
Term 2a	Wider world	<i>Aspirations</i> <i>Y9 options</i> <i>The future and looking ahead</i> <i>Careers</i>
Term 2b	Wider world	1. Government and politics (part 1) 2. Government and politics (part 2) 3. The economy 4. Consumerism 5. AI 6. Termly reflection/self-assessment
Term 3a	Relationships	1. Positive and negative relationships 2. Consent 3. Safe sex – contraception

		4. STIs 5. Dangers of pornography 6. Impact of the internet and social media on relationships
Term 3b	Religious beliefs	1. Introduction to Sikhism 2. Worship and the Gurdwara 3. The 5 Ks 4. Sikh festivals – student presentations preparation 5. Sikh festivals – student presentations preparation 6. Sikh festivals – students to present preparation 7. Termly reflection/self-assessment

Year 10	Core theme	Lesson
Term 1a	Health and well-being	1. Introduction to L@kes 2. Health and well-being part 1 3. Health and well-being part 2 4. Alcohol 5. Drugs Education 6. Vaping 7. Making responsible decisions (assertiveness, responding to peer pressure – scenarios)
Term 1b	Wider world Relationships Health and well-being Religious beliefs	1. Equality 2. Protect characteristics 3. Anti-racism 4. Prejudice and stereotypes 5. Radicalisation, extremism and far right views 6. Prevent Education (radicalisation, extremism and far right views) 7. Termly reflection/self-assessment
Term 2a	Wider world Relationships Health and well-being	1. Abusive relationships 2. FGM 3. Sexual harassment – inc child on child abuse 4. Sexting – sharing and receiving of indecent images 5. Sexual health education (contraception and STIs) 6. Underage and pregnant
Term 2b	Religious beliefs	1. Introduction to Hinduism 2. Hindu worship and holy books 3. Hindu births, marriages, and funerals 4. Hindu festivals – student presentation preparation 5. Hindu festivals – student presentations 6. Termly reflection/self-assessment
Term 3a	Relationships	1. Gangs and OCGs 2. County lines/drug runners (part 1) 3. County lines/drug runners (part 2) 4. Knife crime 5. Gun crime 6. Study skills (revision strategies linked to Y10 exams)
Term 3b	Wider world	<i>Aspirations</i> <i>Introduction to post 16 education (Sheffield Progress)</i> <i>The future and looking ahead</i> <i>Careers</i> Termly reflection/self-assessment

Year 11	Core theme	Lesson
Term 1a	Wider world	1. Money matters – Spending and the difference between debit, credit and store cards 2. Money – matters – banking 3. Money matters – mortgages v renting

		4. Money matters – tax, NI and pensions 5. Money – matters - Loans and debt 6. Start Sheffield Progress Applications 7. Start Sheffield Progress Applications
Term 1b	Wider world	<i>Sheffield Progress Applications</i> <i>(Once completed – study skills and revision for Y11 mock examinations)</i>
Term 2a	Health and well-being Wider world	1. Knife and gun crime (KS4 lesson) 2. Online Blackmail 3. Addiction part 1 4. Addiction part 2 5. Drug Education part 1 6. Drug Education part 2
Term 2b	Relationships	1. Healthy v unhealthy relationships 2. Coercive control 3. Domestic abuse 4. Consent 5. Sexual health 6. Relationship dilemmas and scenarios
Term 3a		1. Self-efficacy 2. Stress management 3. Opportunities after exams <i>Lessons 4,5 and 6 – study skills/independent revision.</i>

This is supported by the assembly and form tutor programme.

Sixth Form Enhancement Plan 2023 - 24 19th July 2023

Week comm	Year 12 Enhancement RMC, RC AW, DCO, EB, EH, JCO, LSC, PHO, PJE			Year 13 Enhancement CST, PF, LM AHA, BM, DP, MRI, OM, SSH, SW		
04/09/23	Skills for Sixth Form	Induction: Personal Development, Safeguarding, Wellbeing and Balance, Diversity and Respect, Online Safety		Post 18 Applications	Induction: Applying for a competitive world	
11/09/23		Team building			Tutors’ intro to Post 18 applications	
18/09/23		Assembly: Work Experience Enrichment Fair			Post 18 applications*	
25/09/23		Introduction to Unifrog			Post 18 applications*	
02/10/23		Introduction to Philosophical Enquiry			Post 18 applications*	
09/10/23		Fixed and Growth Mindsets workshop	Target Setting		Post 18 applications*	
16/10/23		Target Setting	Fixed and Growth Mindsets workshop		Post 18 applications*	
23/10/23						
30/10/23	Healthy Living	Y12 Rotation: Alcohol, Drive Start, Drugs, First Aid, Gambling, Gender, Healthy Relationships, Sexual Health		Post 18 Applications	Post 18 applications* <i>Unifrog session for those unclear about courses</i>	
06/11/23		Y12 Rotation			Post 18 applications*	
13/11/23		Y12 Rotation			Post 18 applications*	
20/11/23		Y12 Rotation			Post 18 applications*	
27/11/23		Y12 Rotation			Post 18 applications*	
04/12/23		Y12 Rotation			Interview workshop	Post 18 applications*
11/12/23		Y12 Rotation			Post 18 applications*	Interview workshop
18/12/23		Y12 Rotation			Post 18 applications*	
25/12/23						
01/01/24						
08/01/24	Exploring Career Paths	Assembly: Post 18 pathways Gap year, year in industry and apprenticeships		Character and skills for the Adult World	Voting	
15/01/24		Exploring careers 1			Media Bias	
22/01/24		Exploring careers 2			Philosophical Enquiry	
29/01/24		STUDY LEAVE			Budgeting	
05/02/24		Alumni event			STUDY LEAVE	
12/02/24						

*Students work on personal statement and UCAS application with enhancement tutors. PF to coordinate programme of activities for non-uni route. To include CV and covering letter, apprenticeship information, mock interviews etc with support from Harry McGregor.

Date	Year 12 Enhancement RMC, RC AW, DCO, EB, EH, JCO, LSC, PHO, PJE		Year 13 Enhancement CST, PF, LM AHA, BM, DP, MRI, OM, SSH, SW	
19/02/24	Resilience for Independence	Philosophical Enquiry	Character and Skills for the adult world	Moving On
26/02/24		Exploring Careers 2		Managing Difficult Conversations
04/03/24		Resilience		Consent
11/03/24		Cash Course (SHU)		
18/03/24		Sexual harassment 1		Assembly: Stud Finance & uni decision
25/03/24		Sexual harassment 2		Non-uni alumni mentoring
01/04/24				
09/04/24				
15/04/24	Developing awareness	Climate Politics 1	Preparing to move on	Assembly – Resilience (PH)
22/04/24		Assembly – Hero Project		Surviving Freshers Week
29/04/24		Climate Politics 2 Q&A with politician		Non-uni – Post 18 check (PF)
06/05/24		N/A		Final assembly including extenuating circumstances
13/05/24		Launch of Ecgbert Angels		N/A
20/05/24		STUDY LEAVE		Rounders or independent study
27/05/24				
03/06/24	Ambitious Plans	Assembly: Welcome to Y13 including Head Student information		STUDY LEAVE
10/06/24		Assembly: University of Sheffield		STUDY LEAVE
17/06/24		Prep for UCAS convention and UCAS Hub <i>Computers</i>		STUDY LEAVE
24/06/24		Post 18 research including one-to-one meetings and exam results <i>Computers</i>		STUDY LEAVE
01/07/24		Year 12 Induction – with new students		STUDY LEAVE
08/07/24		Workshop: Applying for a Competitive World – part I		STUDY LEAVE
15/07/24		Head Student Hustings and Vote		STUDY LEAVE

Appendix 2 – poster for who can help around school

Safeguarding Children in Education Training Pathway

All staff in Early Years and Foundation Stage school settings should follow this training pathway

LAC Designated Teacher role training is through LAC Virtual School, tel. 0114 203 7790 or email virtualschool@sheffield.gov.uk

The Alternative Education Providers (SCC) training pathway is available here: [SCC Alternative Education Providers Training](#)

All staff with regular child contact:

• Safeguarding Induction from DSL/D

And:

• Safeguarding Children in Education E-learning

And:

• Basic/Whole-School Safeguarding Children in Education Training (3 yearly from QAIS/SCSP)

Head, Principal, Governor, Senior Leadership Team (SLT):

• Training for all staff who have regular contact with children

And:

• Governors Safeguarding Training

And:

• Safer Recruitment Training face to face e.g. from Learn Sheffield

Or:

• Online Safer Recruitment Training

Pastoral & support staff working with pupils outside classroom:

• Training for all staff who have regular contact with children

And:

• Working Together: promoting well-being & keeping children safe training

And:

• E-Learning courses for specific safeguarding issues

Online-Safety Coordinators (must be a DSL/D as well):

• Training for all staff who have regular contact with children

And:

• Online-Safety: a Whole School Approach

And:

• Annual Online-Safety Refresher

And:

• Training for Designated Safeguarding Leads/Deputies

Designated Safeguarding Lead & Deputy (DSL/D) and any other staff with a significant safeguarding or child protection role:

• Training for all staff who have regular contact with children

• Training for all pastoral & support staff

And:

• Advanced Initial Safeguarding Children in Education

• Advanced Refresher SCIE (annually)

• Safeguarding Under-5s in Schools (primary settings)

And the following required multi-agency training:

• Prevent (WRAP) via bookings@learnsheffield.co.uk

• Conferences & Core Groups (SCSP)

• Signs of Safety (SCSP)

And:

• A varied programme of SCSP lunchtime briefings and workshops available

The Safeguarding



Paul Haigh
Headteacher



Clare Akram
Safeguarding Manager
Designated
Safeguarding Deputy



Sian Stockham
Deputy Headteacher
Designated
Safeguarding Lead



David Beaden & Irene
Marcuccio
Pastoral Managers



List of policies and additional information available on our website

- Safeguarding & Child Protection Policy
- Anti-bullying policy
- Behaviour & Discipline Policy
- Online Safety Policy (e-safety)
- Off-site visits

Useful websites

Sheffield Safeguarding Board
www.safeguardingsheffieldchildren.org.uk

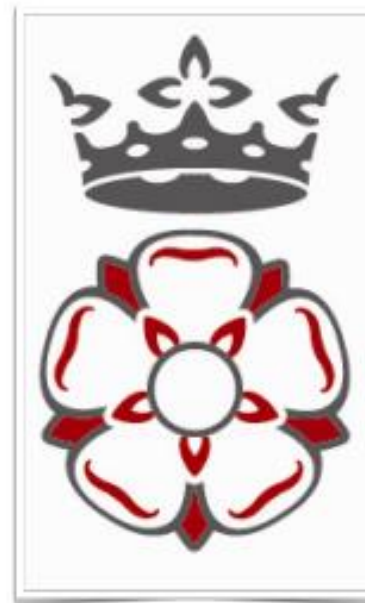
NSPCC
www.nspcc.org.uk

DfE - Keeping Children Safe
www.gov.uk/government/publications/keeping-children-safe-in-education

CEOP
www.ceop.police.uk

Safe At Last
www.safeatlast.org.uk

Safeguarding at King Ecgbert School



This document should be used to remind all staff about some safeguarding issues. It is not a complete guide and should be used as reference in conjunction with the school's Safeguarding Policies, the DfE guidance and regular safeguarding training.

Introduction

All adults working in a school have a duty of care for all students without exception. Whether the person working in a school is an employee, a volunteer, or someone contracted to carry out activities or work on behalf of the school, they must report any disclosures, suspicion or evidence of abuse, radicalisation or exploitation which may be happening or has happened to a young person either in or outside of school. All adults working in our school are expected to behave in accordance with the staff code of conduct.

What to do if a student discloses information to you

It is important to reassure the young person that they have done the right thing by talking to you. They must understand that there are some things that you will have to pass on to other members of staff in school. You must explain this. They may not want to carry on talking. Try to reassure them that whatever they say will be taken very seriously and they will be involved in any further action from then on. Write down what the young person says. Try to write this in exactly the way the student says it. You do not have to 'translate' or add to the disclosure. Do not ask leading questions. If the young person says they have marks on their body as a result of being physically hurt, write down where they say they have them but do not ask to see them (unless very obvious).



Your written statement must include the following information:

The student's name, your name, your role in school, date and time statement was taken. This will be used to help decide the next steps in supporting that young person and must be passed to one of the safeguarding staff immediately (do not keep a copy for yourself). Record the incident on CPOMS to alert the safeguarding team and tell one of them immediately. Safeguarding staff will then continue the investigation and decide the best course of action to take. It is not always possible to feedback to staff what has happened. This is to protect the confidentiality of the student and family involved.

What to do if a student makes an allegation against you

There are some basic guidelines for making sure that students and staff are protected: If you need to work one to one with a student, make sure other members of staff know where you are working, make sure the room has a telephone, try to use a room that is visible from the corridor.

If a student becomes aggressive or angry, ring for On Call immediately. **If the student looks like they will leave the classroom, do not block their way and allow them to leave. If the student is harming themselves or others and restraint is needed, warn the student that you will need to use restraint unless they stop.** Please complete the Use of Restraint form after the incident and give to Sharon Hodgkinson.

If a student makes an allegation against you or another member of staff to you, inform the Headteacher or other member of senior staff immediately. Do not discuss the matter with anyone else. You will be asked to write a record of the incident.

Do this as soon after the event as possible and give it immediately to the member of staff you have spoken to. You will be advised of what will happen after this depending on the nature of the allegation.

Searching Students

Refer to advice given in the Behaviour and Discipline policy. **Do not search students without a member of senior staff present.** If you suspect a student of carrying an illegal or dangerous substance or object, inform senior staff immediately using the on call system.

Technology

Parental consent must be given if students are involved in any photographs, DVD, web cam images etc. School equipment should be used and images stored on a secure, password protected area. Do not label images with student details. There may be times when a student should not have their image taken. Safeguarding staff inform you if this is the case.

If a student talks to you about inappropriate messages via e-mail, mobile phone or social networking sites, ask them to keep the messages. Talk to a member of the safeguarding team immediately and record on CPOMS. Further detail is in our Safeguarding manual (MLE and website).

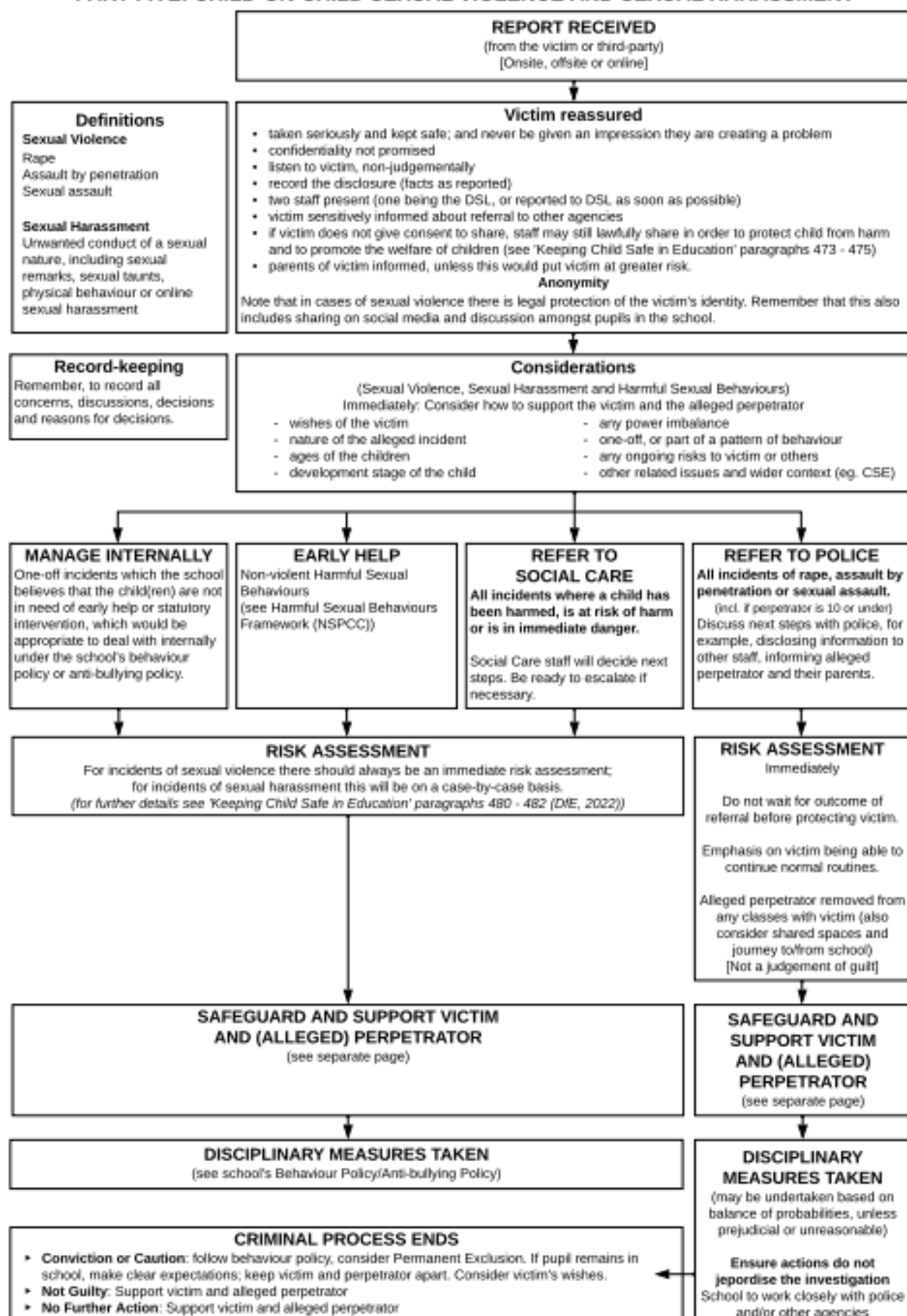
Volunteers

It is essential that all staff regularly working with students have a DBS check. If you organise for visitors to work with students in school, please speak to the office manager (Fran Hutton or Helen Wedge), who will arrange to check their DBS details. Visitors to school must wear an identity badge. Visitors to school without a DBS check will be given a red lanyard and must be accompanied by a member of staff. **All staff must challenge visitors with red lanyards if they are not accompanied in school.**



Appendix 5 – Guidance for responding to incidents of child on child sexual violence or sexual harassment

*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



Appendix 6 – Paper concern reporting form

Concern Form

Please complete this form if you have any concerns about a pupil

Pupil Name			
Day/Date/Time		DoB	
Member of staff noting concern			

Concern (Please describe as fully as possible)

Signature: _____ Date: _____

Actions Taken			
Date	Person taking action	Action	Signature

Date feedback given

Please pass this form to the Designated Safeguarding Lead when completed

Appendix 7 – Information about Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising. All staff are equipped to identify children who may benefit from early help and are trained to spot the signs and indicators that can make children vulnerable.

At King Ecgbert School all staff support pupils and appropriate intervention is administered by the Designated Safeguarding Lead. As part of this support, referrals to appropriate agencies may be necessary. These may include Multi-Agency Support Team, the Community Youth Teams and/or the school nurse service.

Appendix 8 - Safer Recruitment at King Ecgbert School

King Ecgbert School creates a culture of safer recruitment which includes the adoption of rigorous recruitment procedures that help deter, reject or identify people who may pose risk of harm to or abuse children. Governors understand their responsibility to ensure safe recruitment checks are made.

King Ecgbert School keeps an up to date Single Central Record (SCR). This includes the following information:

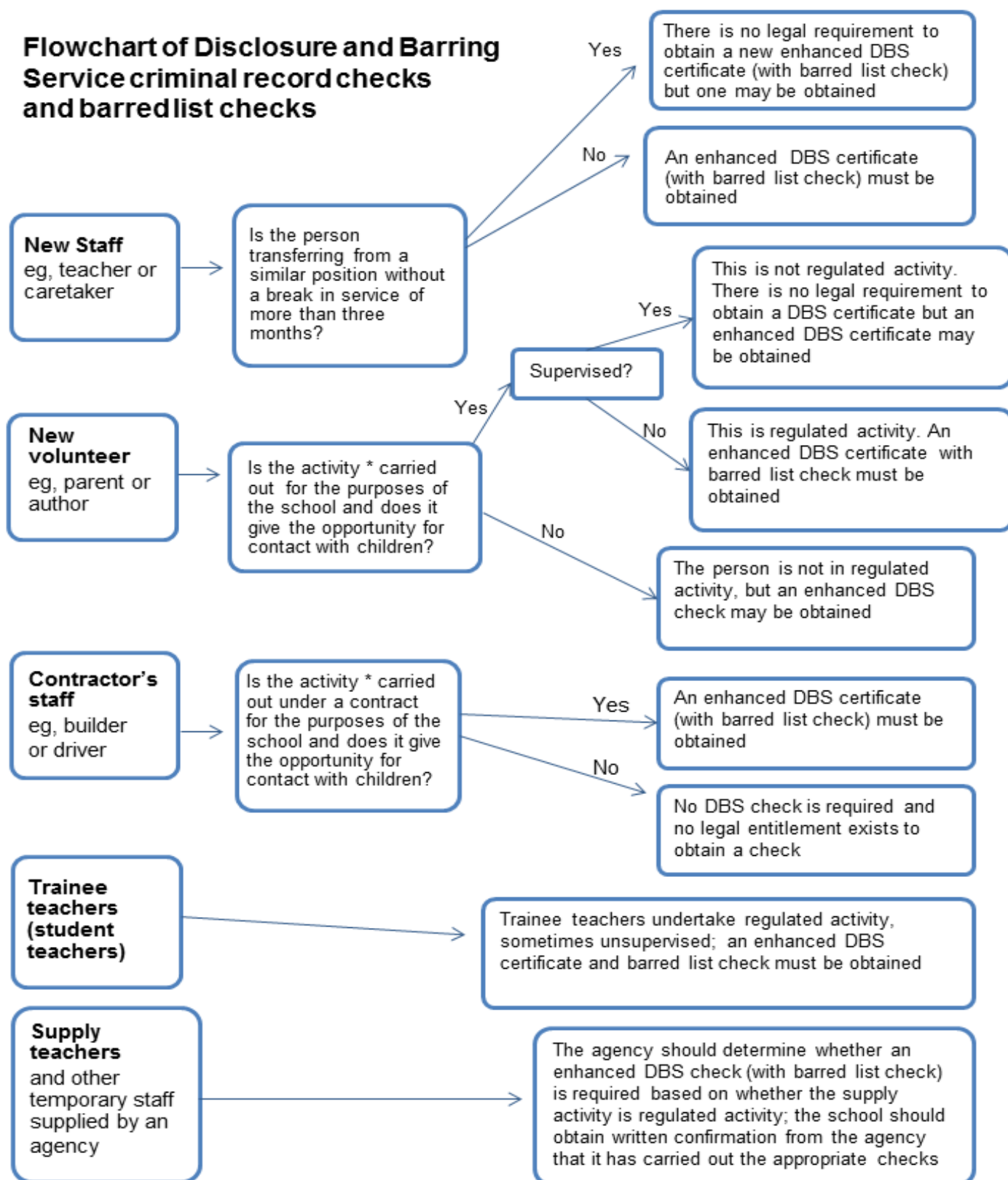
- All staff (including supply staff) who work in the school
- All others who work in regular contact with children in the school including volunteers
- All members of the proprietor body (Mercia Learning Trust).

All recruitment includes members of the senior team, staff or governors who have completed 'Safer Recruitment' training.

Recruitment checks are carried out in line with the statutory DFE guidance as set out in 'Keeping children safe in education' 2022.

The following flow diagram summarises the required DRB and barred list checks for those working in schools and colleges.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks

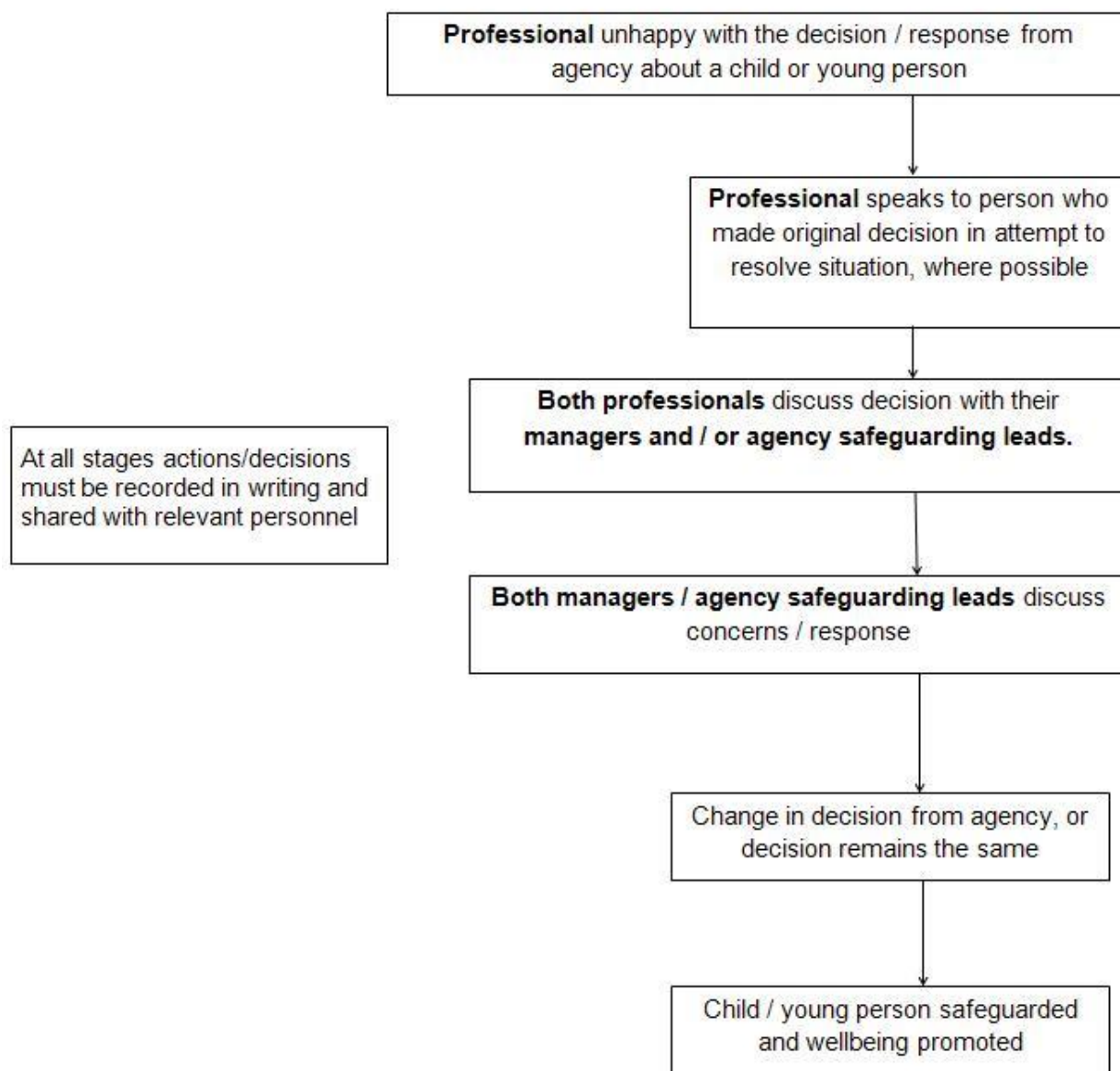


* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Appendix 9 - Resolution of Practitioner Disagreements

Staff at King Egbert School will always work collaboratively with partner agencies to best meet the needs of children and their families. If in the rare occurrence that a professional disagreement occurs, guidance from SSCB will be sought. The following flow diagram summarises this process.

Resolving professional disagreement flow chart (a): Quick decision required



This process does not have to be followed in full. Disagreements can be resolved at any stage

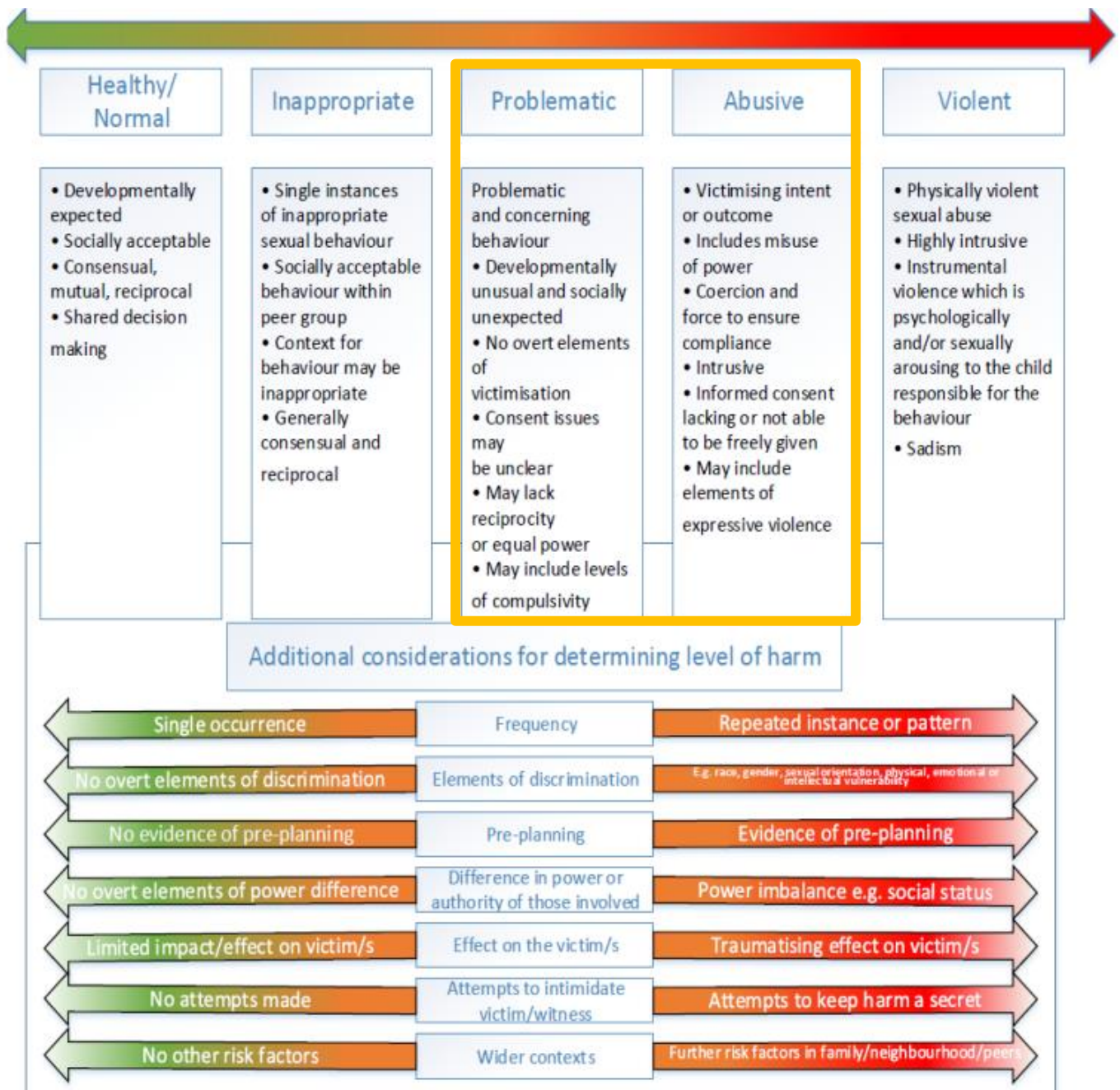
Appendix 10 – Templates for child on child abuse risk assessments

Student Name:

Alleged perpetrator / **Victims**

Reasons for risk assessment being completed:

- Allegations made by the above students that they feel unsafe in school because of * (Y**)
- Above students have alleged inappropriate comments, inappropriate online media posts, inappropriate images being sent, inappropriate touching.
- See students CPOMS for details.
- The Harmful Sexual behaviour framework has been completed based upon the behaviours of the alleged perpetrator not the alleged victims.



Consideration	Risk (Consider alleged victim , perpetrator wider pupils and staff)	Risk Level (High, Medium, Low)	Actions to reduce the risk	Revised Risk Level (High, Medium, Low)
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children , etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.	YES / NO – Safeguarding team feel that the threshold for sexual harassment was / was not met under the following points from Paragraph 453 (KCSiE2023) <ul style="list-style-type: none"> • Sexual comments, • Sexual remarks, • Sexual jokes or taunting, • Physical behaviours, • Displaying pictures, • online sexual harassment. 			
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?			•	
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share break times? Do they share peer/friendship groups?				
Do they share transport to/from school?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
Is there a risk of harm from social media and gossip?				

Action Taken by the school

ACTION	YES / NO	Date	Comments
Parents Informed	YES / NO		
Managed internally (If so detail what actions have been taken)	YES / NO		
Referral made to early help services . (MAST, CYT, Gold digger etc)	YES / NO		
Referral made to safeguarding hub	YES / NO		
Referral made to police	YES / NO		

Student Name: **Alleged perpetrator** / Victim

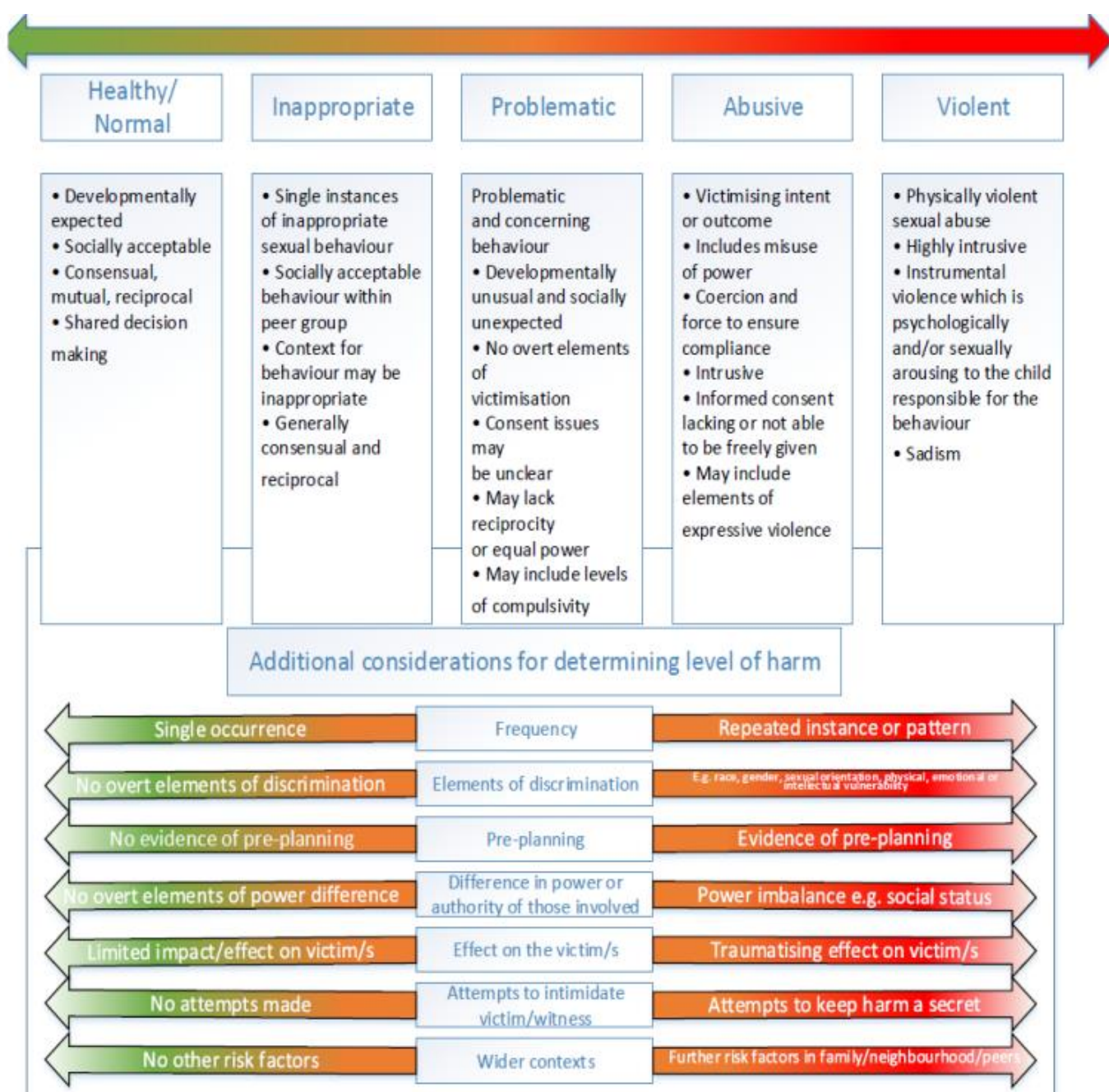
Age:

DOB:

Parent with PR:

Reasons for risk assessment being completed:

SOURCE: Harmful Sexual Behaviour Framework (NSPCC, 2019)



Consideration	Risk (Consider alleged victim, perpetrator wider pupils and staff)	Risk Level (High, Medium, Low)	Actions to reduce the risk	Revised Risk Level (High, Medium, Low)
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.	YES / NO – Safeguarding team feel that the threshold for sexual harassment was / was not met under the following points from Paragraph 453 (KCSiE2023) <ul style="list-style-type: none"> • Sexual comments, • Sexual remarks, • Sexual jokes or taunting, • Physical behaviours, • Displaying pictures, • online sexual harassment. 			
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share break times? Do they share peer/friendship groups?				
Do they share transport to/from school?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
Is there a risk of harm from social media and gossip?				

Action Taken by the school

ACTION	YES / NO	Date	Comments
Parents Informed	YES / NO		
Managed internally (If so detail what actions have been taken)	YES / NO		
Referral made to early help services . (MAST, CYT, Gold digger etc)	YES / NO		
Referral made to safeguarding hub	YES / NO		
Referral made to police	YES / NO		