



Steel City Schools Partnership

Child Protection & Safeguarding Policy

Responsibility	Safeguarding Team
Date of last review	September 2017
Date of next review	September 2018

Introduction

At Steel City Schools Partnership the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with: Working Together 2015 and Keeping Children Safe in Education 2016.

This policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children March 2015 and Keeping Children Safe in Education April 2016

Schools (including independent schools, non-maintained special schools, Academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and through sex and relationship education (SRE).

Working Together To Safeguard Children (2015) and Keeping Children Safe in Education (2016)

Schools and academies should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- Ensuring that the school, academy or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children.
- A senior member of staff to take leadership responsibility for the school's safeguarding arrangements.

- A culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback.
- A culture where safeguarding is everyone's responsibility.
- To ensure that there are procedures in place to handle allegations against other children.
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB).
- A designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including rescue from possible abuse or neglect. Designated leads roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children (p.22 – 39, Keeping Children Safe in Education 2015) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check.
- Supervised volunteers who regularly come into contact with children are advised to have an Enhanced DBS check.
- Appropriate supervision and support for staff. All staff members should also receive appropriate child protection training which is regularly updated.
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- Staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in schools, academies and colleges should ensure that all staff read and sign at least part one of Keeping Children Safe in Education 2016.
- Ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction.
- All professionals should have regular reviews of their own practice to ensure they improve over time.
- All schools and colleges have to be compliant with the requirements of the LSCB. In Sheffield this includes regular auditing of child protection procedures.
- Clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child.

- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

- The Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
- Any allegation should be reported immediately to a senior manager within the academy. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these section 11 duties, which apply to schools or academies, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Schools, academies and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school or academy, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools and academies should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

At Steel City Schools Partnership we abide by and follow the above guidance to ensure that our Safeguarding policies and practices are robust and ensure that children and adults are kept safe.

[Mission statement / link to vision](#)

Central to our vision is that everyone is happy within our Trust. This includes happiness through having basic needs met and ensuring all children feel safe and secure both in school and at home.

Policy aims:

- Confirm that the pupils' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Confirm the structured procedures to be followed by all members of the academy community in cases of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities.
- Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the academy premises through extended schools or provide any other before and after school activities.
- Emphasise the links with the Trust policy for safe recruitment of staff and volunteers, and for managing allegations.
- Confirm the working relationship with the Sheffield Safeguarding Children Board, Social Services, MAST, other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

The governing body:

- Has trained link governor(s) for child protection who will attend training/updates every three years
- Should ensure a member of the governing body nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or proprietor or member of governing body.
- Will ensure that the academy has a child protection policy, staff behaviour policy and procedures in place.
- Will ensure that the academy operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Sheffield Safeguarding Children Board procedures.
- Ensure that the academy creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2016).
- At least one member of an appointing panel will have attended safer recruitment training.
- Will appoint a member of staff of the academy's leadership team to the role of designated safeguarding lead.

- Must ensure the academy keeps an up to date single central record.
- Monitors adequacy of resources committed to child protection, and the staff and governor training profile.
- Recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).
- Will make sure that the child protection policy and the associated Safeguarding Policies from SSCB are available to parents on request and via the school website.
- Will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, drug, to ensure safeguarding.

The Principal will ensure that:

- The policies and procedures adopted by the Governing Body are followed by all staff.
- This policy and the associated Safeguarding Policy sheets will be updated annually, and be available publicly either via the school or college website or by other means.
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained
- A list of all staff and volunteers, and their safeguarding training dates is maintained.
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- He/she undergoes child protection training which is updated regularly, in line with advice from the SSCB.

Allegations against the Principal

Where an allegation is made against the Principal, the Designated Person for Child Protection must inform the Chair of the Governing Body, a member of the Trust (SCSP) leadership as well as the Local Authority Designated Officer (LADO).

The role of the Named Governor for Child Protection shall include:

- Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Principal, including attendance at Initial Action Meetings.

The trained designated leads (CPLO/Deputy CPLOs) for child protection

In 2016/17, the designated leads are:

Fox Hill: CPLO – Kate Riley, Deputy CPLO - Juliet Owen, Kathryn Richards, Oliver Mansbridge

Mansel: CPLO – Emily Matthews, Deputy CPLO – Lorraine Hobson, Rachel Wilkinson, Julie Girdham, Clare Rowntree-Jones

Monteney: CPLO – Anne Robson, Deputy CPLO – Richard Owen, Tina Vigrass, Claire Slinn

They will:

- Have their roles defined in their job descriptions.
- Are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- The designated safeguarding leads and deputies should undergo advanced child protection/safeguarding training every two years or the annual half day refresher provided by SSCB.
- Liaise in accordance with the SSCB procedures when referring a pupil where there are concerns about possible abuse or harm.
- Where there are concerns about a member of staff being involved contact the Principal and the Local Authority Designated Officer (LADO)
- Be able to access the contents of the SSCB procedures and tool kit (*on SSCB website*) and check when these are updated and make these accessible to all staff.
- Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children.
- Support staff who attend strategy meetings and/or case conferences.
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group, the Trust or others as appropriate.
- Ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'

They will also ensure that:

- Written records of concerns are kept, even if there is no immediate need for referral; and monitored using a Safeguarding Chronology.
- All child protection records are marked as such and kept securely locked, and if these are stored electronically, they are held in a secure place only accessible by members of the safeguarding team.
- Pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere.
- If the pupil has a Child Protection Plan, and is absent without explanation for two days, their Social Worker or key worker will be contacted.
- Records are monitored for patterns and appropriate action is taken.
- Where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held e.g. an FCAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school
- Where a pupil has a child protection plan and transfers to another school;
 - The designated lead in Safeguarding is informed immediately

- Ensure their child protection file is copied for any new school, academy or college as soon as possible but transferred separately from the main pupil file or to the Social/Children's Services within the new authority if the pupil is transferring to a school or academy in another authority as soon as possible.

The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- Be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies.
- Can make their own referral to children's social care. However it is advised that they should always seek advice and support from the designated leads first.
- Be alert to signs and symptoms of harm and abuse.
- Know how to respond to their duty when they have concerns or when a pupil discloses to them and to act.
- Know what and how to record concerns.
- All staff members should undergo child protection training which is updated regularly, in line with advice from the SSCB. (*Whole staff training every three years*)
- Maintain an attitude of 'it could happen here' and be prepared to act quickly.

Reporting concerns to the designated leads

Any concern should be discussed in the first instance with *one of the designated leads/deputies or in their absence a member of the senior leadership team*, as soon as possible. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

Immediate response to the pupil

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them

If a disclosure is made:

- accept what the pupil says
- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is our role to listen - not to investigate.
- use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

Recording information

- Record the concern on CPOMs. Record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
- All staff in school have access to CPOMs and need to record the concerns using their individual log in.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow” Do not take photographs! If needed, use the body map tool on CPOMS to record where on the body the bruising or injury was seen.
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self blame.
- We recognise that this academy might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all pupils by:
 - discussing child protection cases with due regard to safeguarding the pupil and his or her family
 - supporting individuals who are at or thought to be in need or at risk in line with SSCB procedures
 - encouraging self-esteem and self-assertiveness
 - challenging and not condoning aggression, bullying or discriminatory behaviour
 - promoting a caring, safe and positive environment.

Confidentiality

- A pupil’s views will be considered by the designated lead in deciding whether to inform the pupil’s family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The personal information about all pupils’ families is regarded by those who work in this academy as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and principal will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a child complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep them or other children safe.
- Where there are concerns about a pupil’s welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil’s welfare, or if a pupil discloses that s/he is suffering abuse or reveals

information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Social Care or other agencies.
- Where there are any doubts, the designated lead should clarify with Social Care or the SSCB Advice line whether, and if so when and by whom, the parents should be told about the referral.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The academy aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The academy may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Professional development

- The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection/safeguarding training that equips staff to recognise and respond to pupil welfare concerns.
- Ensure staff are given mandatory induction, which includes familiarisation with child protection policy, a copy of the Safeguarding Induction booklet, staff behaviour policy, the Designated leads in the school their responsibilities and procedures to be followed.
- All staff should read and sign at least part one of Keeping Children Safe in Education 2016.
- A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff. This forms part of the termly SCSP Safeguarding meetings and also the annual Principal's safeguarding report.
- A training register is kept to indicate when staff and governors have been trained and this in turn informs the annual report to governors.

Prevention in the Curriculum

The academy recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- Safely explore their own and others' attitudes
- Recognise and manage risks in different situations and how to behave responsibly
- Judge what kind of physical contact is acceptable and unacceptable
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.

- How to stay safe online including knowing about cyber-bullying and grooming.

We will also work with agencies such as Child Line to support this work through specialist workshops and assemblies. Part of our PSHE work also links to the UNICEF Rights of the child and children will learn about what their rights are but also their responsibilities.

The Prevent Duty

In order for schools, academies and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences. This is underpinned by the DFE advice 'The Prevent Duty' June 2015.

FGM (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.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. They should also still consider and discuss any such case with the school designated safeguarding lead and involve children's social care as appropriate.

Links to other policies

This child protection policy is an umbrella policy for the numerous SSCB safeguarding policies which we follow within Steel City Schools Partnership. These are updated annually by the SSCB and can be found online via their website, saved on the staff share and in the staff room. These policies are specific to the various elements of safeguarding. They include the following policy sheets and guidance:

- [A Good Practice Guide to Safeguarding in Education, Sept 16 \(PDF, 245 KB\)](#)
- [Abuse & Neglect, Sept 16 \(PDF, 218 KB\)](#)
- [Abuse of Trust, Sept 16 \(PDF, 217 KB\)](#)
- [Allegations of Abuse against Staff in Education Settings, Sept 16 \(PDF, 277 KB\)](#)
- [Alternative Provision, Sept 16 \(PDF, 270 KB\)](#)
- [Behaviour Guidelines, Sept 16 \(PDF, 213 KB\)](#)
- [Child Sexual Exploitation, Sept 16 \(PDF, 369 KB\)](#)
- [Children Missing From Education, Sept 16 \(PDF, 231 KB\)](#)
- [Conferences, Plans and Core Groups, Sept 16 \(PDF, 365 KB\)](#)
- [Designated Safeguarding Lead & Deputy Role, Sept 16 \(PDF, 254 KB\)](#)
- [Educational Visits, Sept 16 \(PDF, 267 KB\)](#)
- [E-Safeguarding, Sept 16 \(PDF, 288 KB\)](#)
- [Female Genital Mutilation, Sept 16 \(PDF, 217 KB\)](#)
- [First Aid in schools & colleges, Sept 16 \(PDF, 233 KB\)](#)
- [Governing Body Safeguarding Role, Sept 16 \(PDF, 309 KB\)](#)
- [How education settings safeguard children, Sept 16 \(PDF, 230 KB\)](#)
- [Information Sharing & Confidentiality, Sept 16 \(PDF, 272 KB\)](#)
- [Medical conditions & support, Sept 16 \(PDF, 231 KB\)](#)
- [Mobile Devices Sept 16 \(PDF, 353 KB\)](#)
- [New Staff, Governors, Volunteers, Sept 16 \(PDF, 329 KB\)](#)

- [One to One Working, Sept 16 \(PDF, 361 KB\)](#)
- [Parental Responsibility Sept 16 \(PDF, 296 KB\)](#)
- [Peer Abuse, Sept 16 \(PDF, 252 KB\)](#)
- [Personal Care, Sept 16 \(PDF, 289 KB\)](#)
- [Photographs videos other images Sept 16 \(PDF, 283 KB\)](#)
- [Preventing Extremism Radicalisation, Sept 16 \(PDF, 299 KB\)](#)
- [Private Fostering, Sept 16 \(PDF, 343 KB\)](#)
- [Reasonable Force, Sept 16 \(PDF, 304 KB\)](#)
- [Recording & File Transfer, Sept 16 \(PDF, 291 KB\)](#)
- [Referring to Children's Social Care, Sept 16 \(PDF, 268 KB\)](#)
- [Safeguarding Adults, Sept 16 \(PDF, 282 KB\)](#)
- [Safeguarding Supervision for Staff, Sept 16 \(PDF, 293 KB\)](#)
- [Showers and Changing rooms, Sept 16 \(PDF, 303 KB\)](#)
- [Training Pathway - Safeguarding in Education Settings Sept 16 \(PDF, 161 KB\)](#)
- [Transitions, Sept 16 \(PDF, 278 KB\)](#)
- [Transporting pupils, Sept 16 \(PDF, 322 KB\)](#)
- [Uncollected Children, Sept 16 \(PDF, 307 KB\)](#)
- [Under 5s in Schools, Sept 16 \(PDF, 331 KB\)](#)
- [Vetting Barring and Recruitment, Sept 16 \(PDF, 288 KB\)](#)
- [Visiting Professionals, Sept 16 \(PDF, 259 KB\)](#)
- [Whistleblowing, Sept 16 \(PDF, 262 KB\)](#)
- [Work and Study Placements, Sept 16 \(PDF, 298 KB\)](#)

The Prevent Duty – DFE advice – June 2015

Communication of policy to others

This Child Protection and Safeguarding policy will be updated annually along with the policy sheets provided by the SSCB. These can be found on the school website, saved on the staff share and in the staff room. These will be shared annually to all staff and given to any new staff or volunteers as part of their induction.