



Safeguarding & Child Protection Policy

Reviewed: March 2023
Next Review date: March 2024

Principles

At Dobcroft Junior School, we accept the principles, policies and agree to follow the procedures on the Sheffield Safeguarding website. Safeguarding Policies are available online and hard copies can be made available for parents and others to see on request. They can be accessed on the local authority website: www.safeguardingsheffieldchildren.org.uk/welcome/schools

Dobcroft Junior school's policy is updated annually and is available on the school website. Hard copies are available from the school office.

Dobcroft Junior School fully recognises its responsibility for child protection and safeguarding. Our policy applies to all staff, governors and volunteers working in school. It links to the agreed Local Authority policies on Safeguarding children.

Dobcroft Junior School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the wellbeing of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Our aim is to create a culture of vigilance and adhere to an 'it could happen here' mentality, as well as responding to new guidance and information sharing.

The School's Child Protection policy draws upon duties conferred by the most current at the time of Policy approval

- Children Acts 1989 and 2004
- The Children and Families Act 2014
- Section 175 of the 2002 Education Act
- Guidance contained in 'Working Together to Safeguard Children' (2018)
- DfE's statutory guidance 'Keeping children safe in education' (2022)
- Ofsted Safeguarding Guidance
- Sheffield Safeguarding Children Board
- The Counter-Terrorism and Security Act 2015 (The Prevent Duty)

POLICY AIMS

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed 'vulnerable'
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff e.g. volunteers
- Outline how complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored

This policy should be read in conjunction with other policies relevant to the safety and welfare of children and staff e.g. Behaviour, Anti –bullying, online safeguarding, Positive Handling, Intimate Care, Confidentiality, Photo Images, Voluntary Helpers, Administering Medicines, Recruitment and Selection, Children looked after, Personal Social Health Citizenship Emotional (PSHCE),

RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding children in our school is the responsibility of the whole school community. All adults working in this school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected

child abuse or neglect to the Designated Safeguarding Leads who are members of the school's leadership and/or inclusion team

The Designated Safeguarding Leads (DSL) are:

Nicola Sexton (Head teacher) headteacher@dobcroft-jun.sheffield.sch.uk

Sheree Doyle (Deputy Head), deputyhead@dobcroft-jun.sheffield.sch.uk

The Deputy Designated Safeguarding Leads (DDSL) are

Bethany Jones bjones@dobcroft-jun.sheffield.sch.uk

The role of the DSL

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigation and co-ordinates the school's representation at Child Protection conferences and Core Group meetings. When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. However any staff member can make a referral in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken.

The role of the DSL and DDSL

The DSLs and DDSL in this school should attend courses or conferences regularly to keep up to date with the latest developments and ideas.

They should ensure that the appropriate documents on Child Protection from the authority are available in school and are up dated when necessary.

They will give advice to colleagues and to take any necessary action.

The DSLs and DDSL needs to support the class teacher or other member of staff to whom the disclosure was made.

The DSLs and DDSL may also need to give support to the child and to the parent/s during and after an investigation.

The DSLs and DDSL need to liaise with the feeder schools and to pass on any information to secondary schools.

Should there be need for action after a disclosure the DSL will start the proceedings and be available to provide support and guidance to the child/ family and relevant professionals.

Types of child abuse and neglect and signs to look for

We recognise the need to be vigilant for all children with regards to abuse and neglect. We are also aware that any child may benefit from early help, however we are particularly vigilant regarding a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of FGM, modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- is a post-adopted child
- Children Looked After- foster children

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or abuse can be committed by one child, or a group of children, against another child or group of children – this is known as “child-on-child abuse”.

Physical abuse: is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained bruises, cuts, burns, scalds, bite marks
- Inconsistent excuses or explanations or a refusal to discuss injuries
- Inappropriate behaviour e.g. keeping arms and legs covered in hot weather

Emotional abuse: is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. Emotional abuse may involve serious bullying, including online bullying through social networks, online games or mobile phones

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the ‘cold shoulder’
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons
- Children self-harming or being depreciative of themselves; low self-esteem
- Engaging in neurotic behaviour such as nail biting, rocking, hair twisting etc.

Neglect: is a pattern of failing to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child’s health or development. Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured

Sexual abuse: is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. Sexual abuse may involve

physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy
- Sudden changes in behaviour or school performance
- Tendency to cling or need reassurance
- Signs of depression or withdrawal, wetting during day or night
- Distrust of a familiar adult

The term "**sexual harassment**" is used to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, e.g. sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, e.g. deliberately brushing against someone, interfering with someone's clothes.
- Displaying photos, pictures or drawings of a sexual nature.
- Upskirting
- **Online sexual harassment**, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

The term "**sexual violence**" encompasses the definitions provided in the Sexual Offences Act 2003, including:

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

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

The “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery.

“**Indecent imagery**” is defined as an image which meets one or more of the following criteria:

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

Exploitation

Types of exploitation

“**Child sexual exploitation**” (**CSE**) is a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

“**Child criminal exploitation**” (**CCE**) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity:

- In exchange for something the victim needs or wants; and/or
- For the financial or other advantage of the perpetrator or facilitator; and/or
- 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, being forced to shoplift or pickpocket, or being forced to threaten other young people.

“**County lines**” is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs 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 be targeted and recruited into county lines in a number of locations, including schools.

Key to identifying potential involvement in county lines are missing episodes (both from home and school), where the victim may have been trafficked for the purpose of transporting drugs – a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, staff will refer their concerns to the DSL who will also consider the availability of local services and other agencies who offer support to victims of county lines.

Indicators of exploitation

You should be aware of the following potential indicators of exploitation in children:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons

- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older partners
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Misuse of drugs and alcohol
- Regularly missing school or education or not taking part in education

'Honour-based' abuse (HBA)

This involves crimes which have been committed to protect or defend the honour of the family and community including FGM, forced marriage and breast ironing. All forms of HBA are abuse and will be treated as such by schools. If in any doubt, staff will speak to the DSL for guidance.

Female Genital Mutilation (FGM) Female Genital Mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non- medical reasons. Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Some of the following signs may be indicators girls at risk:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHCE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services. There is a personal mandatory duty on teachers to report disclosures of Female Genital Mutilation on a female under 18 to the DSL or to the police.

Forced Marriages

You have the right to choose who you marry, when you marry or if you marry at all. Forced marriage is when you face physical pressure to marry (eg threats, physical violence or sexual violence) or emotional and psychological pressure (eg if you're made to feel like you're bringing shame on your family).

Force marriage offences:

Forced marriage is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Forcing someone to marry can result in a sentence of up to 7 years in prison.

The Marriage and Civil Partnership (Minimum Age) Act 2022 received Royal Assent in April 2023. It came into effect on Monday 27 February 2023. The Act will raise the age of marriage and civil partnership to 18 in England and Wales to protect children from forced marriage.

A person commits an offence under the law of England and Wales if he or she carries out any conduct for the purpose of causing a child to enter into a marriage before the child's eighteenth birthday (whether or not the conduct amounts to violence, threats, any other form of coercion or deception, and whether or not it is carried out in England and Wales).

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on Local Authorities and children's service providers, to have due regard to the need to prevent people from being drawn into terrorism ('The Prevent duty').

Building children's resilience to radicalisation

Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Personal, Social, Health, Education (PSHE) is an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence. This helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. Pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

PRIVATE FOSTERING

Private fostering is defined in law as an arrangement that is made privately without the involvement of the local authority. It applies to the care of a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, with the intention it should last for 28 days or more. A 'close relative' is a grandparent, brother, sister, aunt or uncle, step-parent, whether of 'full blood' or 'half-blood' or by marriage.

A 'private' foster carer is:

- Extended family e.g. a cousin or great aunt
- A friend of the family
- The parent of a friend of the child
- Someone unknown to the child or young person's family. The period of care should be longer than 28 days and continuous, but this can be broken by occasional short breaks
- The private foster carer is responsible for providing day-to-day care of the child or young person and promoting & safeguarding their welfare
- Private foster carer's rights come from the voluntary agreement made with the parent
- Responsibility for safeguarding and promoting the child or young person's welfare remains with the person(s) with parental responsibility.

The Children Act 1989 places a duty on Parents, any person who proposes to privately foster a child, and all professionals involved (including education settings) to notify the local authority of an intention to begin a private foster care arrangement immediately or within 6 weeks of it starting.

All notifications to the Local Authority should be made by ringing the service below and giving them all known relevant details of the child, their parents and the carers to the Connected Persons Team Tel 2734998

CHILDREN MISSING IN EDUCATION

All children are entitled to a full time education which is suitable to their age, ability, aptitude & special educational needs. Local authorities must try to identify children who are missing education in their area. A child or young person is considered to be missing from education if they are of compulsory school age (5-16) and:

- Are not on a school roll
- Are not being educated at home, privately or in alternative provision
- Have been out of educational provision for a substantial period of time

A child going missing from education is a potential indicator of abuse or neglect. Staff should be alert to safeguarding concerns such as sexual exploitation, travelling to conflict zones, Female Genital Mutilation and forced marriage, to help prevent the risks of pupils going missing.

All schools must inform the local authority immediately if they intend to remove a pupil from the admission register if they have:

- Been taken out of school for home education
- Moved too far away to travel to school
- Health problems that prevent their attendance before ceasing to be of compulsory school age
- Had a custodial sentence of over 4 months
- Been permanently excluded.

Schools must also inform the local authority of:

- Any pupil who fails to attend school regularly
- Any pupil who has been absent without permission for 10 schools days or more

Schools should:

- Identify, monitor & locate all school-aged children & young people not on a school roll
- Work with all agencies to ensure that those pupils missing from education are promptly reengaged with educational provision
- Implement procedures to locate students who leave the city with an unknown destination.

Children Missing from Education Team Level 5, Moorfoot, S1 4PL Tel: 0114 2736462

Children Missing from Education Team email: ed-missingchildren@sheffield.gov.uk

See Children Missing in Education Policy

ACTION WHERE THERE ARE CONCERNS ABOUT A CHILD

We follow the principles of the pathway outlined in appendix 1. If there is an immediate concern that a child or young person is being abused or neglected, and need immediate support the following contacts are used:

Emergency

- Sheffield Safeguarding Hub: 0114 2734855
- Police department: 999 (emergency, non-emergency 101)
- Local Authority Designated Officer: 0114 273 4850(select option 1) , or lado@sheffield.gov.uk

Advice & Information

- Background check for historical information (parental consent required):0114 2734925
- MAST:

West MAST - Old Sharrow Junior School, South View Road, S7 1DB Tel: 0114 250 6865, Email: westmast@sheffield.gov.uk

These teams take responsibility for:

- Providing advice and guidance in response to contacts/referrals from other professionals
- Identifying whether a child and family can be supported through existing local services, enhanced supportive work through MAST or its Partners, or a more detailed assessment is required
- Identifying any immediate Child Protection Concerns that may require a social work assessment

- Responding to requests for service summaries from Social Care for a child or family as part of a jointly worked plan or exit strategy from Social Care services

VULNERABLE PUPILS

Dobcroft Junior School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. It is also recognised that some children abuse others. This requires a considered, sensitive approach in order that both the child perpetrator and the child victim can receive appropriate help and support. Dobcroft Junior School adopts a trauma informed practice and approaches each child with a PACE (Dan Hughes) approach. As a staff, we prioritise providing protective cues (see our Wellbeing Strategy) so that children feel safe enough to communicate their concerns.

This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and motivation both through discrete areas of the curriculum and through the more hidden curriculum whereby our school value of 'Together we are safe' is woven through all aspects of school and the curriculum (see 'safeguarding and the curriculum' section).
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued (see Wellbeing Strategy)
- The implementation of school behaviour management policies
- A consistent 'trauma informed' 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 from within the school setting.
- Regular liaison with other professionals and agencies that support the pupils and their families
- A commitment to develop a productive, supportive and knowledgeable staff group, trained to respond appropriately in child protection situations
- Where necessary pastoral support that is child centred and family focussed.

CHILD ON CHILD ABUSE

Peer abuse will not be tolerated at Dobcroft Junior School. Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults and sexting
- Child exploitation

This abuse can

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

Children or young people who harm others may have additional or complex needs e.g.: Significant disruption in their own lives; exposure to domestic abuse or witnessing or suffering abuse; educational under-achievement; involved in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical.

We minimise the risk of child on child abuse at Dobcroft Junior School because we:

- Have an ethos where students & staff treat each other with respect and understand how their actions affect others
- Openly discuss any issues that could motivate bullying with staff and students
- Make it easy for pupils to report all forms of bullying so that they are assured that they will be listened to and incidents acted upon

- Address issues early between pupils which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students & parents to ensure they know what to do to prevent & report concerns
- Create an inclusive, safe environment where pupils can openly discuss issues without fear
- Invest in skills and training to help staff understand the needs of SEND, disabled, lesbian, gay, bisexual and transgender pupils and those questioning their sexual orientation.
- Work with the wider community & agencies to tackle issues that occur outside the setting.

Recognising peer abuse:

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

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

Dealing with allegations of peer abuse

Our approach when dealing with any peer on peer abuse is in line with our anti-bullying and behaviour policy.

- Staff will listen to both sides of an argument involving peer on peer abuse
- We will listen to the views of other children and adults who have witnessed the alleged abuse
- Parents of both the victim and perpetrator will be made aware of the alleged abuse and will be asked to support the school in any sanctions imposed
- Disciplinary and reflection processes are applied fairly, consistently and reasonably and take account of special educational needs, disabilities and vulnerability of students
- The school will put in measures to support both the victim and the perpetrator. E.g. access and support from the Safeguarding officer or pastoral team.
- Multi Agency Services will be used to support both the victim and perpetrator where necessary
- The incident will be regularly evaluated and updated to ensure that the support is sufficient and that the victim is kept safe in line with our anti-bullying policy.

SAFEGUARDING & THE CURRICULUM

One of our core school values is 'Together we are safe' and this value is prioritized across all aspects of school both through discrete curriculum areas such as PSHE, RSE and Online Safety, but also through so many other aspects of school life. Below we have captured an overview which highlights many ways in which safety is delivered to our children.

Our staff work in a trauma informed way and within our social and emotional support is strengthened through us being a Thrive School. As a school who prioritises the social and emotional development of all children, we provide social and emotional assessment and targeted support for all pupils, including specialist reparative, pastoral support for those that are not working at right time development.

'Together We are Safe' Overview for DJS

We are safe theme	Year 3	Year 4	Year 5	Year 6	Whole school
Online Safety	<ul style="list-style-type: none"> • See Personal Development overview for specific objectives • Minimum of one Online Safety Whole School Assembly per term 				
Anti-bullying	Transition personal development - bucket of happiness. Personal Development Autumn 2 - characteristics of a good friend.	Personal Development Autumn 1 - <i>Are all friends the same? and Are friendships always fun?</i> Personal Development Summer 1 - <i>Are boys and girls the same?</i>	Personal Development Autumn 2 and Spring 1 – <i>What makes a close friend? And - Should I try and fit in with my friends? And – Should friends tell us what to do?</i> Personal Development Summer 2 - <i>Why are some people unkind?</i>	Personal Development Autumn 1 - <i>What are stereotypes? And How do I accept my friends for who they are?</i> Online safety – Cyberbullying	Assemblies with a focus in Spring 1 term
Road safety	Whole class reading - linked with Hodgeheg.		Year 5 have bikeability training	Crucial Crew visit	Autumn 2 assembly
Rail safety					Autumn 1 assembly
Water safety	Caroline Powell covers this with the children.	Swimming sessions focus on how to keep themselves and others safe in the water.			Summer 2 assembly
Sun safety	Science - light - to know that the sun can be dangerous and how to protect ourselves from it				Summer 1 assembly
Dangerous substances – drugs / cigarettes / alcohol				Spring Personal development - <i>Why do some people take drugs?</i> Crucial Crew trip Science - Animals including humans - to know how drugs/diet/exercise /lifestyle can affect the body	

Chemicals / substances in the home	Ongoing links in Science lessons				Spring 2 assembly
Health, self-care and hygiene	<p>Personal development – Spring - <i>How do I keep my body healthy? And How do I get a healthy diet? And Summer - How do I stop getting ill?</i></p> <p>Online safety – Spring – <i>Screen time and sleep</i></p>		<p>Personal development- Spring - <i>Is there such a thing as the perfect body?</i></p> <p>Personal development- Summer - <i>How can I stay fit and healthy?</i></p> <p>Personal development- Summer - <i>Can I avoid getting ill?</i></p> <p>Personal development- Summer 2- <i>How will I stay clean during puberty?</i></p>	<p>Personal development – Spring - <i>Where should I get my health information?</i></p> <p>Crucial Crew visit</p>	
First aid for common injuries and emergency situations and 999		Swimming sessions		<p>Personal development – Spring - <i>How do I save a life?</i></p> <p>Crucial Crew visit</p>	
Safety in the home including electrical safety		Science - Electricity		Crucial Crew visit	
Stranger danger	Personal development and online safety - Summer term – <i>online strangers</i>		Personal development – Summer 1 - <i>Meeting strangers on line and Unhealthy attention</i>	Online safety – protecting online identity	
Complying with age regulations e.g. film, social media, TV shows, online gaming	Ongoing discussions when children share games they play, online safety autumn term	Computing	Online safety – game ratings		
Recognising when family relationships are making them feel unhappy or unsafe and how to react	Personal development - Spring term - <i>Do families always stay the same?</i>	Personal development – Autumn - <i>Are we happy all the time?</i>	Personal Development - Why do some people get married? Are families perfect?	Personal Development – Autumn - <i>How do I accept my friends for who they are?</i>	
Recognising when friendships are making them	Personal development - transition and autumn term - <i>What makes a</i>	Personal development – Autumn term - <i>Are friendships</i>	Personal development - <i>What makes a good friend? And Should</i>		Assemblies ongoing

feel unhappy or unsafe and how to react	<i>good friend?</i>	<i>always fun?</i>	<i>we do what friends tell us?</i>		
Firework safety / firework code					Assembly – Autumn 2 (or late Autumn 1 depending on half term timing)
Fire safety e.g. fire service				Crucial Crew visit	
Peer pressure and dares	Circle time.	Personal development	Personal development - <i>Should we always listen to friends?</i>		
How to respond to an incident either (including online incident)	Personal development - transition. Ongoing circle times.	Water safety - swimming			

INDUCTION & TRAINING

Whole school training on safeguarding will be organised on at least a three yearly basis (the last one was 1st April 2022). All staff are expected to attend.

Annual Update

The whole staff receive an annual update in September at the INSET Day to serve as a refresher. This will include any updates to the policy, staff changes and reminders of processes. This is delivered by the safeguarding team.

New Staff, Volunteers & Governors

New staff arriving mid-year, new governors, trainee teachers and regular visitors to the school receive safeguarding training as part of the induction process.

- **Induction from DSL-** Governors, teaching staff and support staff, additional Safeguarding Training for long term supply teachers or support staff (5 days +) from the DHT
- **Induction from Phase Leader-** students, volunteers
- **Induction will include:**
 - Being appraised of the safeguarding policy
 - Use of CPOMs and reporting arrangements

Training for Staff (teaching and non-teaching)

New staff will be required to attend relevant local authority or safeguarding board training.

Weekly briefings are used to inform staff of any safeguarding updates and safeguarding is a standing agenda item.

Inclusion Team training

The DSLs and the DDSL will attend the LAs dedicated induction course, the Advanced Safeguarding Children training and then refresher training annually.

This training is not exclusive and staff will attend other relevant training as appropriate.

All training is checked against criteria set out in the 'Safeguarding Annual Report' to Governors. The inclusion team are required to have Working Together: Promoting well-being and keeping children safe training.

Governor Training

Governors are required to have Governor Safeguarding Training, ~~as well as Safer Recruitment Training~~. Governors will be encouraged to attend further training through the governor's support package.

At Dobcroft Junior School, the DDSL oversees the training record and follows the training pathway provided by the Sheffield Safeguarding Children Board.

Single Central Record and Recruitment

Dobcroft Junior School is committed to the process of creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited and governors will be subject to appropriate identity and qualification checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Services checks –(DBS)], barred list checks and prohibition checks will be undertaken.

Relevant members of staff and governors who are involved in recruitment will undertake the safer recruitment training in line with staffing regulations.

SCR: DfE guidance

A Single Central Record (SCR) is a legal requirement in the recruitment and vetting process for all schools, including independent schools.

The statutory guidance on 'Keeping Children Safe in Education' gives guidance on safer recruitment in education and the requirements for a SCR.

Dobcroft Junior School Single Central Records are stored in accordance with its Data Protection Policy on a password-protected database, accessed by named members of staff (Amber Higgins, Dylan Wright, Bethany Jones, Nicola Sexton, Sheree Doyle, Michelle Kingan).

The SCR shows whether the following checks have taken place (including the date on which each check was completed, the relevant certificate obtained and who carried out each check): Third party organisational details are also added to the SCR (where appropriate), and a note made of which agency has carried out all checks.

- Name of the person carrying out the checks
- Identity checks
- Information regarding post
- Section 128 checks (where appropriate)
- Qualification checks for any qualifications legally required for the job
- EEA restrictions / Actions (For teaching staff only) – starting 18th Jan 2016 or after
- Checks on an individual's right to work in the United Kingdom
- DBS checks
- Children's Barred List (Previously List 99 check)
- Overseas records checks where appropriate
- Prohibition status. - The School Staffing (England) (Amendment) Regulations 2013 require schools to carry out a pre-employment check to ensure that individuals are not subject to a "prohibition order" or "interim prohibition order" that prevents them from teaching. This amendment applies in relation to:
 - ✓ Each member of teaching staff appointed on or after 1st April 2014
 - ✓ Any teacher supplied by an external agency on or after 1st April 2014
 - ✓ Since 1 January 2007, the SCR has been in place for all staff and other relevant individuals appointed or chosen on or after that date. The SCR of all schools within Dobcroft Junior School also includes employees appointed prior to this date.

128 Check

School completes a 128 check on all Governors and those staff with responsibility for school finance.

The SCR includes details of:

- All staff who are employed to work at the schools in the Trust.
- All staff who are employed as supply staff to the schools, whether they are employed directly by the school or local authority (LA) or through an agency.
- All staff employed by the LA who work in the kitchen or as cleaners. (Including Agency staff).
- Governors & Trustees
- All other individuals who have been chosen by the school to work in regular contact with children. This includes volunteers, and people brought into the school to provide additional teaching or instruction / care for pupils, but who are not members of staff.
- All other individuals who may have regular visits to school.

Retaining staff details

The Information and Records Management Society (IRMS) has published a Records Management Toolkit for Schools which looks at how long staff details should be retained by schools. This guidance is not specifically about the SCR but its guidance is followed by Dobcroft Junior School.

Personnel files are kept for six years after the termination of employment and then disposed of securely.

The SCR is checked on a regular basis by the schools Safeguarding Leads and Dobcroft Junior School Safeguarding Governor.

VOLUNTEERS

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Records Checks. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on an ongoing day to day basis by a person who is in a regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same code of conduct as paid employees of the school.

Voluntary sector groups that operate within this school or provide off-site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Sheffield Safeguarding Board. Premises lettings are subject to acceptance of this requirement.

STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Policy. Whilst it would be undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil, for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE and LA guidance.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. For example during a 1:1 learning session the door should remain open. School staff should also be alert to the possible risks that might arise from social contact with pupils outside the school. **Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher.**

Staff will adhere to the Staff Acceptable Use Policy within the School Online Safety Policy.

Staff must be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or the Deputy Headteacher in their role as DSLs. It should be shared with the Chair of Governors if it relates to the Headteacher.

COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF

All complaints will be brought immediately to the attention of the Headteacher or the Deputy DSL if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Headteacher is the subject of the allegation or concern, they will be reported to the Chair of Governors, in order that they may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school 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 he or she would pose a risk of harm if they work regularly or closely with children.

All allegations should be dealt with by the Headteacher or the Chair of Governors. These should be responded to quickly, fairly and consistently, protecting the child/young person, whilst supporting the person subject to the allegation. The Headteacher or Chair of Governors should inform the Local Authority Designated Officer (LADO) who will investigate to consider if they meet the criteria. A referral form can be requested from Safeguarding Children and Independent reviewing Service- 0114 2734934

(see Allegations of abuse against people who work with children – [Safeguarding Sheffield Children](#))

DEALING WITH DISCLOSURES OF ABUSE

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- never promise not to tell anyone – reassure the child that you have a duty to make sure they are not in danger or in trouble
- stay calm and be available to listen
- listen with the utmost care to what the child is saying
- clarify without pressurising
- don't put words into the child's mouth or introduce new concepts but note the main points carefully
- use open questions that cannot be answered yes or no eg words such as **Tell, Explain, Describe**
- reassure the child and let them know they were right to inform us
- inform the child that this information will now have to be passed on
- immediately inform the DSL or, when absent the DDSL, who will inform the most appropriate agency, e.g. Social Services, the Police
- you will be asked to record your concern/evidence (See below)
- all verbal conversations need to be recorded in writing immediately.

N.B. A member of staff does not conduct an investigation: it is a listening role, which gathers evidence to pass on if there is a concern.

WHISTLEBLOWING

Whistleblowing is when someone raises concerns, usually relating to misconduct or malpractice that has happened in the past, is happening now or they fear may happen in the future either within the organisation they work for or externally. The Public Interest Disclosure Act 1998 protects workers from any detriment from their employer (e.g. bullying or termination of contract) if they disclose information that they reasonably believe is made in the public interest and relates to:

- A criminal offence
- A failure to comply with a legal obligation
- A miscarriage of justice

- Health and safety
- Environment damage
- Information concerning the above has been or is likely to be deliberately concealed.

All organisations should have a clear whistleblowing procedure that is referenced in training and their behaviour policy. Furthermore there should be an organisational culture that:

- Encourages a safe environment that welcomes the raising of concerns, the resolution of conflict and the building of trust
- Understands the benefit of addressing issues
- Supports staff to reflect about their practice
- Responds to concerns quickly, proportionately, fairly and without reprisal
- Values regular staff learning and training

If you are concerned about your (or any other) organisations practice about safeguarding children or vulnerable adults:

- Raise your concern internally, e.g. with your line manager
- If you feel unable to do this (e.g. your concern relates to them), raise your concern with one of the specified people in your organisation's whistleblowing policy
- If you have raised your concern but feel that the matter has not been dealt with appropriately, our whistleblowing policy should tell you how to escalate that concern
- If you are worried about how to raise a concern, seek independent advice e.g. through your trade union, professional body or the independent whistleblowing advice lines (see below).

In some circumstances your identity can be kept confidential, but this is not always appropriate and may limit an investigation. Anonymous allegations must be taken seriously, but information about a child or vulnerable adult being at risk must be passed to Social Care to be investigated and any anonymity may be lost.

Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as accusations that an adult 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 in a way that indicates they may pose a risk of harm to children.
- Behaved in a way that indicates they may not be suitable to work with children, including behaviour that has happened outside of school.

Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the DSL include:

- Being overly friendly with children – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with a child or children, e.g. conversations that are about your personal life.
- Having favourites and treating those favourites differently – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts.
- Taking photographs of children on your personal mobile phone or devices.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Humiliating pupils.

Staff should be aware that some of the above low-level concerns may meet the harms threshold depending on certain factors, e.g. the age or needs of the child or the content of exchanged messages, and that some of the above incidents may not be concerns in context, e.g. a pre-approved / pre-arranged, one-to-one meeting with a child behind a closed door between the child and a member of staff who has received all appropriate safety checks. This is particularly relevant for pastoral work.

RECORD KEEPING, CPOMs & Access

- Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils.
- These are completed on an electronic system 'CPOMs'.
- All members of staff employed in the school have access to CPOMs in order to record a cause for concern except Lunchtime supervisors.
- In such cases lunchtime supervisors complete a written record of their concern, which is then given to the DSL and scanned accordingly.
- The inclusion team have elevated access in order to be able to view and respond to all information on the system. Teachers are able to access the information of pupils in their class.
- All other staff are able to log a concern, but not access other information.

All records or concerns raised should:

- Be factual, clear, concise, relevant, non-judgemental, (no assumptions), complete, accurate and objective e.g. what child said/ did, contemporaneous (taken as soon as possible), explain professional opinions.
- Include full names of all involved, dates, times
- Include full names, role/relationship to student of the reporting staff
- Check the appropriate boxes and categories relating to the concern
- Alert all members of the inclusion team (DSL, DDSL & appropriate class teacher)

Files are transferred electronically to schools using the same system. If schools do not use the same system then paper copies are sent via secure method (track and send or personally handed over). We no longer retain information once we know it has been received and have written confirmation of such.

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the children.

Children must NOT be told that any disclosures will be kept secret because information may need to be reported to Social Services or the police, however, **the adult dealing with a concern should not discuss the matter with anyone other than the DSLs.** The DSLs will decide who needs to know and be involved in further investigations. Children should know that someone else may need to be told in case further action needs to be taken, to keep them safe.

WORKING IN PARTNERSHIP WITH PARENTS

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible the aims of our school

- We will use clear statements in our brochures and correspondence.
- We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.
- This policy will be on the school's website.
- The Sheffield Safeguarding Children Board policies will also be signposted from the school website.

THE ROLE OF THE GOVERNING BODY

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times.

The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance 'Keeping Children Safe in Education- September 2021' and 'Working Together to safeguard Children'-March 2018 and that the schools safeguarding arrangements take into account the procedures and practice of the LA/Sheffield Safeguarding Children Board.

The Governing Body will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the Headteacher.

The Governing Body has nominated **Michelle Kingan as the link governor** for safeguarding. You can contact her by emailing: [FAO The Safeguarding Governor: enquiries@dobcroft-jun.sheffield.sch.uk](mailto:enquiries@dobcroft-jun.sheffield.sch.uk)

Concerns about and allegation of abuse made against the headteacher will be referred to the Chair of Governors, Paul Shawley -chair@dobcroft-jun.sheffield.sch.uk_who will liaise with the LADO and partner agencies and will attend any strategy meetings called in respect of such an allegation.

As good practice, Safeguarding will be a standing agenda item at all staff meetings and the Headteacher will provide termly reports to a Governing Body meeting, outlining details of safeguarding issues that have arisen during the term and the outcomes. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as good practice, the nominated governor will meet on a regular basis with the Designated Safeguarding Lead to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

MONITORING

- The policy will be updated annually
- The safeguarding agenda will be actively promoted on the school website, newsletters and through ongoing varied work with the children during the school day
- The DSL will provide termly anonymised information to Governors about safeguarding in the Headteacher's report. In addition Governors will be notified of any policy amendments. A safeguarding report is collated termly for governors by the head teacher.
- The school's SLT will monitor incidents that fall within the scope of this policy by regularly tabling it as a meeting agenda item and through ongoing communication between the designated and deputy designated safeguarding leads.
- Cases will be followed up and if necessary closed as a result of ongoing, rigorous and meticulous record keeping and communication with outside agencies and between the designated and deputy safeguarding leads
- Annual questionnaires about behaviour and safety are completed by pupils and there is a question about safety on the annual parent questionnaire too.

We familiarise ourselves with the latest Ofsted guidance and ensure that we have procedures in place to meet the monitoring guidance contained therein.

COMPLAINTS

All complaints arising from the operation of this policy will be considered under the school's complaint procedure, with reference to the LA/Sheffield Safeguarding Children Board services if necessary.

OTHER RELATED POLICIES & GUIDANCE

Related School Based Policies

This policy needs to be considered alongside the following school-based policies found on - staff share/ School Development/ policies:

- Behaviour & Anti-bullying policy
- Restraint Policy (positive Handling)
- Intimate Care Policy
- Online safeguarding Policy
- Whistleblowing

- Recruitment and Selection Policy
- School's Code of Conduct
- Children Missing in Education: Start Guidance for LAs Sept 2016
- Behaviour Policy
- Confidentiality Policy
- GDPR Policy
- Voluntary Helpers Policy
- Administering Medicines Policy
- Children Looked After Policy
- Keeping Children Safe in Education Guidance
- Information Sharing Policy
- Working Together to Safeguard Children (2018)

