Seven Hills School
Safeguarding and Child Protection
Policy – December 2019
Revised February 2022
Processes and Procedures

To be used / read in conjunction with the detailed safeguarding policies of the Sheffield Safeguarding Children Partnership which have been adopted by Seven Hills School.

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information on in large print, paper format or interpreted in a language other than English, please contact the school's office.

The Purpose of This Policy

Seven Hills School adopts the policies and procedures recommended by Sheffield Safeguarding Children Board. These policies are listed at the end of part one of this document.

The purpose of this individual Safeguarding Policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those students who attend our school. The policy aims to ensure that:

- All our students are safe and protected from harm and maltreatment. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse.

We will seek to:
- Work to prevent impairment of children's mental and physical health and development.
- Ensure that students grow up in circumstances consistent with the provision of safe and effective care
- Take actions to enable all students to have the best outcomes
- Ensure that all children feel listened to and valued
- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children
- Ensure that any training or events are managed to the highest possible safety standards
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations
- We are committed to ensure that we at all times demonstrate anti discriminatory and anti-oppressive practice throughout the school and with our parents, carers and all those we work with
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity

- We also recognise the additional needs of students from minority ethnic groups and students with special educational needs and the barriers they may face
- We carefully recruit and select all employees, contractors and volunteers
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse
- Share information about concerns with agencies who need to know, and involve parents and children appropriately
- Our school maintains an attitude of 'it could happen here' at all times
- Ensure effective governance within our safeguarding policies/practices through monitoring by the chair and safeguarding governor specifically.
- Ensure effective governance within our safeguarding policies/processes which informs our practice through the accuracy in recording/reporting to the appropriate governor sub- committee the data related to attendance and safeguarding incidents.
- Specific governors will monitor the single central record on a termly basis.
- Work effectively with local safeguarding partnerships, ensuring all partnership working brings value to our safeguarding principles and practice.
- Staff, students, governors, visitors, volunteers and parents are aware of the conduct we expect in school and the school's legal responsibilities in relation tosafeguarding and promoting the welfare of all our students.

Part One – Policy, procedure and practice

Policy Statement

Part one of this policy describes procedures and good practice within our school, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people including those who are vulnerable. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

Part two of the policy outlines the type of abuse we will most commonly work with.

This policy has been developed in accordance with the principles established by the Children Act 1989, the Education Act 2002 and the Children Act 2004 and in line with government publications and local guidance. The policy is written in line with Keeping Children Safe in Education 2021.

Seven Hills Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Ethos

Improving outcomes for all children and young people underpins all of the development and work within this school.

Safeguarding is everyone's responsibility and as such our school aims to create the safest environment within which every student has the opportunity to achieve. Our school recognises the contribution it can make in ensuring that all registered students

or others who use our school feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Governing Body Responsibilities

Our governing body has a legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. Procedures are monitored through the Curriculum & Pupil Welfare committee who receive termly safeguarding reports, and through the designated safeguarding governor (**Hannnah Dulieu**) who meets regularly with the DSL and participates in reviewing the annual safeguarding audit and checking the Single Central Register.

The Governing body has appointed a Designated Safeguarding Lead (DSL) **Kerry Tute** who has lead responsibility for dealing with all safeguarding issues in our school. The school will ensure that there will always be cover for the role of DSL through the appointed DSD Designated Safeguarding Deputies **(Clive Rockliff, Kerry Tute, Melanie Turner, James Plant, Tania Bower, Hannah Mohammed**).

Our Governing Body recognises that for this policy to be effective, it is essential that staff have an understanding of what safeguarding is, know that '**safeguarding is everybody's responsibility'**, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard children, young people and vulnerable adults and how to access further advice, support or services.

Responsibilities of the Designated Safeguarding Lead's (DSL)

We will follow the procedures and policies set out by the Sheffield Safeguarding Children Board www.safeguardingsheffieldchildren.org.uk and take account of both national guidance issued by the Department for Education and local guidance. Our Designated Safeguarding Lead (DSL) is an appropriately senior member of staff who has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. All child protection concerns WILL be reported to the appropriate authority by our DSL. In the absence of our DSL, cover will be provided by one of the Designated Safeguarding Deputies.

Whole school and staff responsibilities

Our school recognises that Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life and child protection including: students' health and safety; the use of reasonable force; meeting the needs of students with medical conditions; providing first aid; educational visits; intimate care; internet or e-safety; appropriate arrangements to ensure school security, taking into account the local context. Additionally, we recognise that Safeguarding can involve a range of potential issues such as: bullying, including cyberbullying (by text message,

on social networking sites, and so on), peer on peer abuse and prejudice-based bullying; racist and homophobic or transphobic abuse; sexting; substance misuse; issues which may be specific to a local area or population, for example gang activity and youth violence and other particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation, extremist behaviour and radicalisation, forced marriage and modern slavery. All our staff need to maintain an attitude of 'it can happen here' and are aware of the signs and indicators of abuse. All members of staff have a responsibility to provide a safe environment in which children can learn.

Our staff recruitment policy and induction process includes information on our arrangements and systems for child protection, the staff behaviour policy, code of conduct and details of the Designated Safeguarding Lead (DSL) and safeguarding team.

All members of staff are provided with opportunities to receive appropriate training which is regularly updated, in order to develop their understanding of the signs and indicators of abuse and of the school's child protection procedures.

In conjunction with this policy, all members of staff are provided with, and are required to read, the Department for Education statutory guidance as outlined in Part 1 of 'Keeping Children Safe in Education 2021'.

All members of staff, volunteers and governors know how to respond to a student who discloses abuse, or for whom they have a concern, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy on our web site.

When services are delivered by a third party or agency, education or otherwise, on the school site, we will follow the requirements of the Disclosure and Barring Service and check that the person presenting themselves is the same person on whom appropriate checks have been made.

Safer Recruitment

Our school operates safer recruitment procedures including making sure that:

- Statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- Statutory guidance relating to volunteers is followed
- Recruitment panel members are properly trained.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff. The single central record is monitored during the year by termly checks made by the Headteacher/DSL, the chair of governors and the designated safeguarding governor.

Our school complies with the requirements of Keeping Children Safe in Education September 2021.

Our school complies with the requirements of the Childcare Act 2006.

Should we dismiss or remove a member of staff or a volunteer because they have harmed a child, or pose a risk of harm to a child or would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS) and any appropriate professional or regulatory body we are required to communicate with.

Our safeguarding policies and procedures will be reviewed and updated annually.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, staff will:

- Stay calm and listen carefully
- Reassure the child that s/he has done the right thing in telling you
- Not investigate or ask leading questions
- Let the child know that s/he will need to tell the DSL
- Not promise to keep what they have been told a secret
- Inform the DSL/DSD as soon as possible in a face to face meeting
- Make a record of the allegation, disclosure or incident on CPOMs – follow up work will be undertaken by the safeguarding team

Confidentiality and Information Sharing

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.

- we recognise that all matters relating to child protection are confidential;
- the Head teacher or DSL will disclose personal information about a student to other members of staff on a need to know basis only;
- all staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children;
- all staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another; and
- we will always undertake to share our intention to refer a child to Health and Social Care with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Sheffield Safeguarding Hub.

Managing Allegations against staff including supply staff

We are aware of the possibility of allegations being made against members of staff, supply staff or volunteers that are working with or may come into contact with children and young people whilst in our school. They can be made by children and young people or other concerned adults. All concerns should be referred to the Headteacher. Where there are concerns/allegations about the Headteacher this should be referred to the Chair of Governors.   All instances will be reported to the LADO who will advise the Headteacher (or Chair of Governors) on next actions and will call and lead a strategy meeting for cases which meet the threshold for this type of external investigation. In the case of supply staff, the Headteacher will inform the LADO, and their agency will be informed of the allegations. Any investigation will be collaborative including agency HR leads, with outcomes shared across agency

and school. In such a case the school should lead the investigation and the agency shouldbe involved at all points.

The procedures for managing allegations against staff, should also be implemented in the case of a member of staff being involved in a domestic violence incident in their own home. Such cases would need to be investigated to find out what had triggered the actions and whether a child in school might trigger the same reaction and be put at risk. A risk assessment approach would need to be implemented to conclude whether that member of staff could put students at risk through their actions.

In such circumstances our Head teacher, or Chair of Governors (if the allegation is against the Head teacher/Principal) will:

- Consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser
- Contact the parents or carers of the child/young person if advised to do so by the LADO
- Consider the rights of the staff member for a fair and equal process of investigation
- Ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary
- Act on any decision made in any strategy meeting
- Advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

Identifying Children at greater risk of harm

Students who need a social worker

Some of the students in our school require the support of a social worker due to safeguarding or welfare needs. Students may need this help due to abuse, neglect and/or complex family circumstances. The school safeguarding team will hold information about which students have allocated social workers.

Where students need a social worker, this should inform decisions around safeguarding for example responding to unauthorized absence or missing education and actively promoting welfare for example providing additional pastoral or academic support, alongside actions by statutory services.

Students requiring mental health support

Seven Hills has a key role to play in supporting the mental health and wellbeing of our students. Mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering abuse, neglect or exploitation.

The safeguarding team will ensure that we refer students with mental health needs to appropriate agencies. We will work with staff to help them identify students who may be in need of mental health support. We have recently trained IAct practitioners in school to help support staff or students who have mental health needs. All the safeguarding team are trained to recognize the signs of mental stress or ill health.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

We provide our staff with the Whistleblowing Policy annually, staff sign to say they have read and understood it. Staff are aware of their duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unacceptable.

If staff require the support of an outside agency to further a concern, we suggest contacting the NSPCC Whistleblowing Helpline – tel: 0800 028 0285

Supporting Staff

- Our staff will be advised on the boundaries of appropriate behaviour – such matters form part of our staff induction and staff have access to support and guidance when required or requested.
- Staff annually receive the safeguarding do's and don'ts advice issued by Safeguarding Sheffield Children, this is given to all staff/volunteers at induction and annually going forward.
- We recognise that staff working in the school, who have become involved in the case of a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.
- We support such staff by providing an opportunity to discuss their anxieties with the DSL, or another teacher and/or a trade union representative as appropriate.

Physical Restraint

All our staff are Team Teach trained. Physical intervention is a very last resort when all other strategies have failed and the child is in danger of injuring themselves, others or causing significant damage to property. All incidents are recorded and logged and come to the attention of the Headteacher and are reported to governors. Parents/carers are always informed if a physical restraint has taken place. In September 2020 Seven Hills staff received Team Teach refresher training, and as part of this revisited the Use of Reasonable Force policy adopted from Sheffield Safeguarding Children Board [2020/21 version]. The use of physical interventions are reviewed by the Safeguarding Team.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our students by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Our school will support all students by:

- Establishing and maintaining an ethos, understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- Promoting a caring, safe and positive environment within the school and ensuring that all children know that there is an adult in the school whom they can approach if they are worried or in difficulty.

- Providing across the curriculum, including within RHSE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Ensuring that a named teacher is designated for Looked After Children (**Tania Bower**) and that the well-being, safety and care of these children is monitored effectively by both school, carers and a multi- disciplinary team.
- Providing continuing support to a student who leaves the school and about whom there have been child protection concerns, by ensuring that such concerns and school records are forwarded under confidential cover to the DSL at the student's new school/ college as a matter of urgency.
- Recognising that children come from a variety of different cultural backgrounds, the school has an ethos to ensure that we embrace diversity in religion and faith, race, disability, ethnicity, gender and sexual orientation.
- We will include our Safeguarding Policy on our school website and will provide copies of our policy to school staff. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

Training

- All members of staff and volunteers will have access to appropriate whole school safeguarding training which is regularly updated. We will also, as part of our induction, issue information in relation to our Safeguarding Policy and any other policy and information related to safeguarding and promoting our children/young people's welfare to all newly appointed staff, volunteers and governors. If any staff miss the whole-school training for any reason they will be provided with on-line safeguarding training as an interim measure. Safeguarding training on specific issues will be refreshed throughout the year via staff briefing and focused on-line training.
- Our DSL and DSD will undertake further multi-agency safeguarding training in addition to the whole school training. This will be undertaken at least yearly and will update their awareness and understanding of the impact of the wide agenda of safeguarding issues. It will support both theDSL and DSD to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. The safeguarding team will also attend training related to conferences and core group meetings or working collaboratively as part of a safeguarding team.
- Our Governing Body will have access to safeguarding training. Our named Governor for Safeguarding will have access to multi-agency safeguarding training at least every two years to support the Headteacher in managing allegations against staff and volunteers who work with children and young people and to support the annual review of this policy, in order to keep it updated in line with local and national guidance/legislation. Our chair and selected governors will attend safer recruitment training.
- At least one member of our recruitment panel will have undertaken one day safer recruitment training in the last two years.

Missing Children

We will monitor unauthorised absence, particularly where children go missing on repeated occasions. We will report such absences without delay to the appropriate agencies in line with legislative and local authority requirements and agreements. We will work with families and other professionals to improve attendance and tackle any barriers to attendance.

Preventing Radicalisation

The Counter Terrorism and Security Act 2015 places a duty on all schools to prevent people being drawn into terrorism. We recognise that under this legislation our school leaders and governors' must

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty and
- Ensure staff implement the duty effectively

We recognise that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance.

Helping children to keep themselves safe

Our children are taught to understand and manage risk through our personal, social and health education (RSHE) lessons and our relationships scheme of work (SRE). Children are taught how to conduct themselves and how to behave in a responsible manner(Citizenship). Children are reminded regularly about e-safety (through our e-safety rules) and tackling bullying procedures.

Our school continually promotes an ethos of respect for others and students are encouraged to speak to a member of staff in confidence about any worries they may have.

A curriculum around PLIMB – Preparing For Life In Modern Britain – adds to the richness of work done in school around respect, relationships, independence, having a voice, being part of a community, embracing democracy, tolerance of others, all these add to the students ability to keep themselves safe and have high self- esteem and high expectations of others.

This year we have added Wellbeing to the curriculum. All students learning about supporting their own wellbeing and mental health. This curriculum area is intended to help students be well and robust in all aspects of their development, helping to safeguard them against low self- esteem and mental health issues.

Policy Review

Our Governing Body of our school is responsible for ensuring the annual review of this policy and for additional policies that are relevant to safeguarding and child protection.

Our school adopts the policies and procedures set out by Sheffield Safeguarding Children Partnership, these are revised annually and copies are available in school for staff to access electronically and on our website for families to access. Please see the list below for the policies we have adopted for 2021/22

Policies and Procedures 2021-22:

- Abuse & Neglect, Sept 21

- Allegations & concerns about staff & volunteers in education settings, Sept 21

- Behaviour Guidance & Positions of Trust, Sept 21

- Bullying, Sept 21

- Child Criminal & Sexual Exploitation, Sept 21

- Designated Safeguarding Lead & Deputy Role, Sept 21

- Domestic Abuse, Sept 21

- Early Help, Sept 21

- Faith & cultural abuse, Sept 21

- First aid & medical conditions, Sept 21

- Governing Body Role, Sept 21

- Information Sharing, Sept 21

- Mental Ill-Health, Sept 21

- Missing from education, home or care, Sept 21

- Online safety & risk assessment, Sept 21

- Peer abuse & risk assessment, Sept 21

- Photographs, video's & images, Sept 21

- Preventing extremism & radicalisation, Sept 21

- Private fostering & host families, Sept 21

- Pupil Transitions, Sept 21

- Reasonable force, searching & screening, Sept 21

- Referring your safeguarding concerns, Sept 21

- Safeguarding files & access requests, Sept 21

- Safer Recruitment, Sept 21

- Sexualised behaviour, Sept 21

- [Special Education Needs & Disability (SEND), Sept 21](#)

- [Staff Safeguarding Supervision, Sept 21](#)

- [Substance misuse, Sept 21](#)

- [Training Pathway - Safeguarding in Education Settings, Sept 21](#)

- [Whistleblowing, Sept 21](#)

Legislation and guidance relating to this policy:

- School Standards and Framework Act 1998
- Children Act 1989
- Children Act 2004
- Working Together to Safeguard Children, February 2019
- Education Act 1996,
- Education Act 2002 (Section 157/175)
- Keeping Children Safe in Education, September 2020
- Disqualification under the Childcare Act August 2018
- Safeguarding Vulnerable Groups Act 2010

Appendix

Safeguarding and Child Protection Policy - Information, Advice and Guidance

Identifying Types of Abuse   Child Abuse:

There are four main types of child abuse as defined in 'Working Together to Safeguard Children' (2015) and further minor revisions in July 2018.

Physical Abuse

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

Emotional abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or a young person to take part in sexual activities, not necessarily involving high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or to facilitate offline abuse. Sexual Abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic needs, likely to result in the serious impairment of the child's health or development. Neglect may occur at pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment
- It may also include neglect of/or unresponsiveness to a child's basic emotional needs

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.
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Specific Safeguarding Issues:

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure ALL their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Children missing from Education
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Child criminal exploitation – county lines
- Children with family members in prison
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Homelessness
- 'Honour-based' abuse
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools

- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children
- Upskirting
- Serious violent crime

Seven Hills incorporate signs of abuse and specific safeguarding issues into briefings, staff induction trainings, safeguarding questionnaires and ongoing development training to all Staff and Governors. Annex A of KCSIE (September 2021) provides more detail on the following:

1: Child Sexual Exploitation (CSE)
Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be an obvious factor the imbalance of power between the victim and perpetrator can also be due to other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.
 The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE Child Sexual Exploitation February 2017). The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one –off occurrence or a series of incidents and range from opportunistic to highly organised systematic abuse. It can involve force and /or enticement-based methods of compliance and may, or may not be accompanied by threats of violence or violence. This type of exploitation as well as being physical can be facilitated and/ or take place online.
All suspects or actual cases of CSE are a safeguarding concerns in which Child Protection procedures

must be followed; this may include a referral. Where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

2 Extremism/Radicalisation/PREVENT

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young by seeking to show division between communities on the basis of race, faith or denomination: justify discrimination towards women and girls: persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in society (Working Together July 2018)
Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and belief. This also includes calling for the deaths of members of the armed forces.
Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
Terrorism is an action that endangers or causes serious violence to a person or people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use or threat must be designed to intimidate the public or influence the government and is made for the purpose of advancing a political, religious or ideological cause.
There is no single way to identify whether a child is likely to be susceptible to an extremist ideology. Radicalisation may occur through many different routes such as social media or the internet, and different settings, within the home or within a social setting.
However it is possible to protect vulnerable students from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risk, staff should be alert to changes in student behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying students who might be at risk and act proportionately in reporting all concerns to the designated safeguarding lead or deputies.

The Prevent Duty
All staff are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism." This is known as the Prevent duty**.**
Seven Hills ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015

to prevent radicalization The Headteacher and Chair of Governors will:

- Establish or use existing mechanism for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure All Staff and Governors implement their duty

Channel
Channel is a voluntary support programme which focuses on support at an early stage to people who are identified as being vulnerable to being drawn in terrorism. Prevent referrals may be passed to the multi- agency Channel panel, which will identify and implement support for the individual.

3 Female Genital Mutilation (FGM)
Seven Hills understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.
All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's social Care. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the school unless there is good reason not to do so.

4 Peer on Peer Abuse
All should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedure in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents without exception to eliminate this conduct in the school.

Peer on peer abuse is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. Peer on peer is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory
- Bullying, including cyberbullying
- Gender based violence
- Sexual assaults and harassment
- Sexting
- Upskirting

We are working hard as a school to be proactive and to challenge this type of abuse.
We aim to use approaches in the curriculum to address and tackle peer on peer abuse. We will produce and apply risk assessments to put in place measures which reduce the opportunity or likelihood that a child will repeat any abuse to peers. Please refer to our Anti Bullying, Equality and Diversity, online safety policies

5 Sexual Violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
All victims must be taken seriously, supported and kept safe.

Reports of sexual assault and harassment are extremely complex to manage. It is essential that victims are protected and every effort is made to minimise the disruption to their education.
Keeping Children Safe in Education (September 2021) clearly outlines the response that should be taken.
If anyone has any concerns that a child or children may be at risk they must report them to the DSL immediately.

6 Online safety
Mobile phones, laptops, iPad and other online type products are integrated into all our lives. Many are used within our school. However there are those who seek to use it for their own or others gratification. The link below provides more information on online-safety and covers issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact on new technologies on sexual behaviour, for example sexting.

http://swgfl.org.uk/news/News/online-safety/Making-Sense-of-the-New-OnlineSafety-Standards.

Our school takes online safety very seriously both in terms of our pupils and all of our staff. Please refer to our school's online policy and the acceptable user policy for staff, parents and pupils.

7 Domestic Abuse
Domestic abuse may take many forms. Witnessing physical and emotional suffering may cause considerable distress to children and both physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their own children. Children can still suffer the effects of domestic abuse even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children were in the same or next room. Children's exposure to parental conflict even where violence is not present can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused or siblings.
Domestic abuse can therefore have damaging effect on a child's health, educational attainment, emotional wellbeing and development. The potential scale of the impact on children is not always easy

to access but may manifest itself as behavioural, emotional or social difficulties including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

8 Children Missing Education

Attendance, absence and exclusions are closely monitored in school on a daily basis. A child going missing from education is a potential indicator of abuse and neglect, possibly including sexual abuse and sexual exploitation. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing periods during the school day.

9 Forced Marriage

The UK Government describes this as taking someone, usually overseas to force them to marry (whether or not the forced marriage takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

Arranged marriages are common in some cultures. The families of both spouses take a leading role in arranging the marriage however, the choice whether or not to accept the arrangement remains with the prospective spouses. Children may be married at an early age and well below the age of consent in England. All staff should be particularly alert to suspicions or concerns raised by the pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social behaviour, Crime and Policing Act 2014.

If at any time the school had a concern regarding a child who this may apply to immediate contact would be made with the Sheffield Safeguarding Hub for guidance and advice.

10 Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that they have a responsibility to inform the local authority and encourage the family to inform the authorities themselves.

Advice or a referral can be made via the Sheffield Safeguarding Hub..

11 Modern Slavery and Human Trafficking

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross border element, it is also possible to be a victim of modern slavery within your own country. It is possible to be a victim of modern slavery even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK you can contact the Modern Slavery Helpline 08000 121 700.

12 Contextual Safeguarding

Safeguarding incidents can be associated with factors outside of school. All staff should be considering the context within such incidents and/or behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

If making a referral to social care the school should provide as much information as possible.

13 Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban, rural areas, markets and sea side towns. It can affect any child under the age of 18 as well as vulnerable adults.

It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be an obvious factor the imbalance of power between the victim and perpetrator can also be due to other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.
The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one –off occurrence or a series of incidents and range from opportunistic to highly organised systematic abuse. It can involve force and /or enticement-based methods of compliance and may, or may not be accompanied by threats of violence or violence. This type of exploitation as well as being physical can be facilitated and/ or take place online.
Any concerns about county lines should be referred to the DSL immediately.

14. Upskirting

Upskirting is a form of peer-on-peer abuse. Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm. All cases of upskirting or attempting to upskirt will be treated seriously and must be reported to the safeguarding team, who will then consult with the safeguarding hub and consider police involvement – upskirting is a criminal offence.
The Voyeurism Offence Act, which is commonly known as the Upskirting Act, came into force in April 2019. It is a criminal offence, anyone of any gender can be a victim.

15. Serious Violent Crime

All staff should be aware of indicators which may suggest that children are at risk from, or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships, relationships with older people or groups, a significant change in their academic ability or general wellbeing, 24 signs of self-harm, or unexplained injury. Unexplained gifts/money may also indicate that children are involved/associated with individuals linked to gangs or criminal networks.

16.Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff at Seven Hills are well placed to observe students on a day to day basis and identify those whose behaviour suggests they may be experiencing mental health problems. Staff need to be aware that students who have experienced abuse, neglect or trauma are at greater risk of developing mental health needs currently or in the future.
Any staff who are concerned about a student's mental health should report this as a safeguarding concern in the same way as all safeguarding issues are reported, through direct dialogue with the safeguarding lead or deputy.

17.County Lines

County lines is a term used to describe gangs and organised networks involved in exporting illegal drugs into one or more importing areas, within the UK, using dedicated mobile phone lines or other from of "deal line".
Exploitation is an integral part ot the county lines model with children and vulnerable adults exploited to move and store drugs and money. If a child is missing from school and home for episodes staff need to consider exploitation as a possible explanation and discuss this immediately with a member of the safeguarding team.

18. Confidentiality and Information Sharing:

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. **No adults must ever guarantee confidentiality** to any individual including parents, children and colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others then certain actions will need to be

taken. Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child, then the DSL must be informed immediately.

19. Key Messages from Serious Case Reviews (SCR)

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future. Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from a school perspective we need to be aware of, they include:

• You can never age bruising

• Ensure you observe children as much as you can in natural light if you are concerned about bruising or marks

• If you see an injury to one child always consider the siblings

• Cases where Interpreters/culture/communication/travellers/language/religion were involved

• Parents with a mental health problem/ learning disability/ stress/postnatal depression

• Where Domestic Abuse is present

• Disguised compliance/resistant families/hard to reach families/professional challenge

• Children with chronic illness/serious health conditions

• Unsupported and socially isolated parents

• Poor information gathering, sharing and recording within schools as well as with other agencies

• Assessing the complete circumstances of the child and family, including their history.

• Critically analysing all information

• Ensuring the needs of the child are paramount above those of the parents

• Appropriate representation is needed at key meetings- Child Protection Case Conferences

• Effective multi-agency working

• Staff to be curious, inquisitive and ask more questions

• Reflection and constructive challenge for staff when working with vulnerable children and young people

• Staff to observe safer working practices

The school adheres to the revised *Information Sharing - Advice for practitioners providing safeguarding services* *(July 2018)*

- **Safer Recruitment, Sept 20A**

- **Sexualised behaviour, Sept 20A**

- **Special Education Needs & Disability (SEND), Sept 20A**

- **Staff Safeguarding Supervision, Sept 20A**

- **Substance misuse, Sept 20A**

- **Training Pathway - Safeguarding in Education Settings, Oct 20A**

- **Under 5's in Schools, Sept 20A**

- **Whistleblowing, Sept 20A**

Safeguarding Guidance

☐ 'Working Together to Safeguard Children', February 2019
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

☐ 'Keeping Children Safe in Education', September 2019
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

☐ Disqualification under the Childcare Act 2006 and Childcare (Disqualification) Regulations 2009 updated August 2018
https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

☐ 'What To Do If You Are Worried A Child Is Being Abused', March 2015
https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

☐ Information Sharing advice for practitioners, July 2018
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

☐ Guidance for Safer Working Practice for those working with children and young people in education settings – May 2019
http://www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf

☐ Child Protection and Online Protection Agency www.ceop.org.uk
www.thinkuknow.co.uk

Legislation and guidance relating to this policy:

- School Standards and Framework Act 1998

- Children Act 1989
- Children Act 2004
- Working Together to Safeguard Children, February 2019
- Education Act 1996,
- Education Act 2002 (Section 157/175)
- Keeping Children Safe in Education, September 2020
- Disqualification under the Childcare Act August 2018
- Safeguarding Vulnerable Groups Act 2010