

FIVE RIVERS
Multi Academy Trust



Child Protection & Safeguarding Policy

**Abbeyfield Primary Academy
Tinsley Meadows Primary Academy**

May 2017

This policy should be provided to all staff – including temporary staff and volunteers – on induction.

All staff should also read at least part 1 of 'Keeping children safe in education' September 2016 (provided at induction).

1. Our Policy

At the Five Rivers Multi Academy Trust we recognise that everyone who comes into contact with children and their families has an important role to play in safeguarding children. Our staff aim to work effectively with social care, the police, health services and other services to promote the welfare of children and protect them from harm. At all times, we should consider what is in the **best interests** of the child and act accordingly. We recognise the additional barriers that exist when recognising abuse and neglect of children who have special educational needs and / or disabilities.

We will put into place clear policies, systems and strategies to ensure the safeguarding and welfare of pupils especially those relating to child protection, behaviour, bullying, safe recruitment of staff, health and safety, harassment and discrimination. All those who work within the Trust, including Trust Directors and Trustees, will put the safeguarding of pupils as their highest priority to ensure that all children are free to learn without worry or fear or harm.

The Trust follows the procedure as laid down by the Local Safeguarding Board as relevant to each academy, respects issues of confidentiality and gives priority to working together with other agencies to protect children in our care. This policy applies to all members of the Trust and academy community: full time and part time staff, Trustees, governors, students and volunteers.

It is written in accordance with Government guidance including Keeping Children Safe in Education - Sep 2016, Working together to safeguard children - Mar 2015, What to do if you're worried a child is being abused, Advice for practitioners - Mar 2015, Preventing Children from radicalisation: the Prevent duty - Aug 2015, The Prevent duty: for schools and childcare providers, Disqualification under the childcare Act 2006 and locally through the Sheffield Local Safeguarding Children Board Child Protection Procedures (SSCB) (or the relevant Local Safeguarding Children Board procedures if the academy is in a different local authority).

Here at the Five Rivers Multi Academy Trust we define safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

It is not just about protecting children from deliberate harm or neglect. We recognise that it also relates to broader aspects of care:

- children's health and safety and well-being, including their mental health;
- meeting the needs of children with SEND and disabilities;
- the use of reasonable force;
- meeting the needs of children with medical conditions;
- providing first aid;

- ensuring that educational visits are safe;
- intimate care;
- children's emotional wellbeing;
- online safety;
- school security.

All staff within the Five Rivers Multi Academy Trust have a responsibility to provide a safe environment in which children can learn. They also have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and to take appropriate action, working with other services as needed. **All** staff should be prepared to identify children who may benefit from early help, discussing this with the Designated Safeguarding Lead and then supporting other agencies and professionals in an early help assessment.

2. Responsibilities

2.1 Trust Leadership Team

The Trust Leadership must fully support the role and responsibilities of the Designated Safeguarding Lead (see 2.3) and ensure that:

- staff are aware of procedures;
- statutory responsibilities are met in relation to checking the backgrounds of staff who work with children and learners;
- volunteers are risk assessed and appropriately supervised;
- inter-agency procedures are known and followed in line with statutory guidance 'Working Together to Safeguard Children 2015';
- time, training and resources are available for the designated teacher to carry out their role and responsibilities;
- staff have the skills, knowledge and understanding necessary to keep all children, including looked after children, safe.

Regular reports to the Trust Leadership Team from the Designated Safeguarding Lead will be provided which will detail training, and also support the Leadership Team to meet their obligations including reviewing policy and procedures.

2.2 Board of Trustees

The Board of Trustees has responsibility for child protection and safeguarding. They should:

- establish a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- make certain that a senior Board level lead takes leadership responsibility for the organisation's safeguarding arrangements;
- appoint a designated professional lead for safeguarding across the Trust;
- ensure that the safeguarding policy is updated annually;
- put into place an effective child protection policy together with a staff **code of conduct**. In the Five Rivers Multi Academy Trust the safeguarding policy includes the child protection policy;
- ensure there are procedures in place to handle allegations against other children;
- make sure that at least one person on any appointment panel has undertaken safer recruitment training;

- ensure a member of the Board is nominated to liaise with the designated officer from the local authority and partner agencies in the event of allegations of abuse made against a Principal;
- implement clear whistleblowing procedures, which are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- employ safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check (DBS);
- provide appropriate supervision and support for staff, including undertaking safeguarding training;
- make certain that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;
- create an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- make certain that all staff receive a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare;
- implement clear policies in line with those from the LSCB for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

(An allegation may relate to a person who works with children who has behaved in a way that has harmed a child, or may have harmed a child, possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to children)

An annual report will be provided to Trustees which details training and supports Trustees to meet their obligations including reviewing policy and procedures. Exception reports will be provided when appropriate.

2.3 The Designated Safeguarding Lead

Each academy has a Designated Safeguarding Lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

These are:

| Academy | First named person | Second | Additional CPLOs |
|---------------------------------|---------------------------|---------------|--|
| Five Rivers Multi Academy Trust | Rebecca Webb | Emma Farmer | |
| Tinsley Meadows | Deborah Sanderson | Lindsey Wills | Esther Bloomer, Julie Mason, Craig Swift |
| Abbeyfield | Helen Best | Helen Croud | Kerry Shaw |

2.3.1 The role of the Designated Safeguarding Lead

Each school within the Five Rivers Multi Academy Trust has a Designated Safeguarding Lead. This person has the appropriate authority and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters; to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so; and contribute to the assessment of children. The Principal or Head of School within each academy should ensure that there is always cover for this important role.

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the Designated Safeguarding Lead; this responsibility should not be delegated.

Each designated lead should

Manage Referrals:

- refer cases of suspected abuse to the LA children's social care as required and support other staff involved in this;
- refer cases to the Channel programme where there is a radicalisation concern;
- refer cases to the DBS where a person is dismissed or left due to risk / harm to a child;
- refer cases where a crime may have been committed to the police.

Work with others:

- co-ordinate action in case of child protection issues both within school and with outside agencies;
- liaise with the local authority and work with other agencies in line with 'Working Together to Safeguard Children 2015';
- provide advice and support to other staff on child protection matters;
- ensure that appropriate staff, including Mentors, within the academy have sufficient knowledge about the child at risk to support and protect him/her within school;
- be proactive at an early stage and engage the child's parents and services in early help assessments.

Undertake and support staff training:

- attend Designated Safeguarding Lead training. This must be updated at least every three years;
- attend Prevent awareness training;
- keep up to date with latest developments through meeting other safeguarding leads or reading relevant bulletins (at least annually);
- ensure that all staff coming into contact with children know what signs to look for that might indicate abuse and know what action they should take to report any concerns;
- make certain that staff know how they should react and the steps they should take if a child discloses information to them;
- make sure that staff also know how to report any concerns they might have about other staff.

Keep records:

- keep records regarding children on Child Protection Plans up to date, confidential and secure;
- pass on information when the child changes schools as soon as possible. Child protection files should be passed on separately to the main file, ensuring secure transit. Confirmation of receipt should be obtained.

Raise awareness:

- ensure that safeguarding policies and procedures are known, understood and used appropriately;
- ensure the safeguarding policy is available on the academy website;
- link with the LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability:

- during term time, the safeguarding lead (or a deputy) should always be available during school hours for staff to discuss safeguarding concerns. Generally this should be in person but there may be exceptional circumstances where availability via telephone is acceptable.

2.4 Each academy will:

- ensure admission and attendance registers are accurate and procedures are followed regarding Children missing in education (see section below);
- provide termly information to the Trust including data covering incidents reported to external agencies, accidents, behaviour and attendance so that this can be effectively monitored;
- report any issues and / or concerns that require immediate attention to the Chief Executive as soon as is possible;
- make sure all relevant designated staff meet their responsibilities and ensure they are adequately trained;
- monitor and evaluate all relevant policies at least annually to ensure they are up to date and meet the statutory requirements for Safeguarding;
- use and apply the policy for safer recruitment for the Five Rivers Multi Academy Trust for all adults working with pupils in school;
- regularly revisit safeguarding procedures with all staff and provide necessary training as and when required;
- ensure that all children are aware of who they can talk to if they are worried or have concerns about their safety;
- take reasonable action to make sure the school site is safe and secure including by checking and monitoring visitors and anyone else using the school grounds;
- liaise with all relevant professionals including the local authority, social care, police;
- keep clear and accurate records of any safeguarding concerns and share them with the relevant agencies;
- through assemblies, PHSE and circle time teach children how to keep themselves safe and show them how to deal sensibly with risk including when using modern technology.

2.5 All staff will:

- ensure they are aware of systems which support safeguarding, including the child protection procedures, the staff code of conduct and the role of the Designated Safeguarding Lead;
- know who the Designated Safeguarding Lead is within the academy where they currently work;
- know and follow the Trust's safeguarding procedures;
- attend meetings as requested by the Designated Safeguarding Lead;
- monitor any vulnerable child who is in their care and implement any child protection plan for a child who is on the risk register or who is defined as a child in need;
- ensure that they do not treat any child they know to have been abused differently from other pupils;
- have an awareness of the possible indicators of abuse;
- keep any sensitive information which has been shared with them confidential;
- uphold the staff code of conduct - see Appendix 1.

2.5.1 Staff training

All staff members should be aware of systems within the Trust which support safeguarding and these should be explained as part of staff induction.

This includes:

- the safeguarding and/or child protection policy;
- the staff code of conduct;
- the role of the Designated Safeguarding Lead in the academy and across the Trust;
- the policy regarding restraint.

All staff members should also receive appropriate child protection training which is regularly updated.

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

3. Child Protection – early identification

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse or neglect may occur by somebody inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. The Five Rivers Multi Academy Trust recognises that Peer on Peer abuse can occur and this must be dealt with as a safeguarding matter.

The types of abuse are:

3.1 Physical 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 or cuts, burns or scalds, or bite marks.

3.2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is sometimes called psychological abuse. It can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, unloved or inadequate. It may include not giving a 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 – by a child's peers.

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;
- Seeing or hearing the ill treatment of another.

3.3 Sexual abuse

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 victims. 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.

3.4 Neglect

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 staff 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 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 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, e.g. 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.

Knowing what to look for is vital to the early identification of abuse and neglect.

3.5 Some of the following signs *might* also be indicators of abuse or neglect:

- children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- children with clothes which are ill-fitting and/or dirty;
- children with consistently poor hygiene;
- children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- children who don't want to change clothes in front of others or participate in physical activities;
- children who are having problems at school, e.g. a sudden lack of concentration and learning or they appear to be tired and hungry;
- children who talk about being left home alone, or with inappropriate carers or with strangers;
- children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- children who are regularly missing from school or education;
- children who are reluctant to go home after school;
- children with poor school attendance and punctuality or who are consistently late being picked up;
- parents who are dismissive and non-responsive to staff concerns;
- parents who collect their children from school when drunk, or under the influence of drugs;
- children who drink alcohol regularly from an early age;
- children who are concerned for younger siblings without explaining why;
- children who talk about running away;
- children who shy away from being touched or flinch at sudden movements.

4. Specific Safeguarding Issues

The Five Rivers Multi Academy Trust recognises there are a number of specific safeguarding issues which staff must be aware of and act upon if they have concerns. These issues may manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting.

Some specific areas are highlighted below. This is not exhaustive and staff must raise any concerns they have with the Designated Safeguarding Lead.

4.1 Child sexual exploitation and trafficking

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation. A child may:

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

- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late;
- regularly miss school or education or not take part in education.

4.2 Children missing from education

All academies in the Five Rivers Multi Academy Trust must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age; are in custody for a period of more than four months due to a final court order, and the proprietor of the school
- does not reasonably believe they will be returning to the school at the end of that period;
- have been permanently excluded.

This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

All academies within the Trust must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

4.3 “Honour-based” violence, including Female Genital Mutilation (FGM)

So-called “honour-based” violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community and includes Female Genital Mutilation, forced marriage and practices such as breast ironing. If there are any concerns staff should speak to the Designated Safeguarding Lead.

4.4 Female Genital Mutilation

This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

From October 2015, a statutory duty has been placed on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. This must be done by the teacher personally and the Designated Safeguarding Lead should also be informed.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM

appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

4.5 Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of both parties and where violence, threats or any other form of coercion is used to cause a person to enter into marriage. A lack of consent can be where a person does not consent or cannot consent (if they have learning difficulties for example).

If staff are concerned that a forced marriage is to occur, they must speak to the designated lead and should contact the Forced Marriage Unit for advice and information.

4.6 Preventing Radicalisation

We, at the Five Rivers Multi Academy Trust, recognise that protecting children from the risk of radicalisation is part of our academy’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. We recognise the need to prevent people from being drawn into terrorism and take our ‘Prevent’ duty seriously. This includes ensuring that a senior member of staff in each academy has accessed ‘Prevent’ training.

Radicalisation refers to the process by which a person is persuaded to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Reasonable checks, for example for links with extremism, should be carried out on all visitors who are intending to work with children, and/or to address assemblies.

Prevent awareness training is important to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

The Channel Programme is available for children to be referred to where there is a concern that they are vulnerable to radicalisation.

4.7 Bullying, including Cyber Bullying

Under the Children Act 1989, a bullying incident (including cyber bullying) should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to their Local Authority children’s social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Staff should refer to the Trust’s policy on tackling bullying and the e-safety policy.

4.8 Domestic Violence

Domestic violence and abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional.

Domestic violence has a profound, negative impact on a child's well-being. If there are any concerns that a child is living in a household where domestic violence occurs, the Designated Safeguarding Lead must be informed.

4.9 Fabricated or Induced Illness

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and can include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

If staff are concerned about fabrication or induced illness they must report this to the designated lead who will make the relevant referrals.

4.10 Faith abuse

Faith abuse is child abuse linked to faith or belief. This includes:

- belief in concepts of witchcraft and spirit possession;
- belief in demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs);
- belief in the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context);
- ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies;
- belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list.

If staff are concerned about faith abuse they must report this to the designated lead who will make the relevant referrals.

4.11 Gangs and Youth violence

The Five Rivers Multi Academy Trust, working with local partners, can play an important role in understanding and spotting the warning signs amongst younger children who are vulnerable to involvement in gangs and youth violence.

Where appropriate, engagement with local Early Help / Early Intervention Teams can be undertaken in order to discuss concerns about pupils and plan appropriate interventions. Their role is to work with safeguarding teams to identify early signs of problems and work with children and families to prevent problems from escalating. Providing the right support when a child is still in primary school can protect those

vulnerable to exploitation by older gang members and those who are at risk of being drawn further into violent or negative behaviour over time.

It is good practice for schools to work together to take preventative measures to support the younger siblings of gang members. It is also advisable for primary schools in areas affected by gang and youth violence issues to work with younger children to strengthen social and emotional skills, build resilience to negative influences, and develop an ability to understand risk and risky situations.

If staff feel a child is at risk of gang violence they must report it to the Designated Safeguarding Lead.

4.12 Private fostering

Privately fostered children are a diverse and potentially vulnerable group.

A private fostering arrangement is one that is made privately, without the involvement of a local authority, for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted.

If staff become aware of, or are concerned about a private fostering arrangement, they must report it to the Designated Safeguarding Lead who will refer to social care.

4.13 Sexting

The definition of sexting is not clear but generally refers to children under the age of 18 sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. It may also include writing and sharing explicit messages with people they know and sending flirtatious or sexual text messages rather than images. Creating and sharing sexual photos and videos of under-18s is illegal. Children who create and send these images are committing a criminal offence, even if the photo is of themselves. However, it is generally seen as a safeguarding rather than a criminal issue.

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- the incident should be referred to the Designated Safeguarding Lead as soon as possible;
- the Designated Safeguarding Lead should hold an initial review meeting with appropriate school staff;

- there should be subsequent interviews with the young people involved (if appropriate);
- parents should be informed at an early stage and involved in the process; unless there is good reason to believe that involving parents would put the young person at risk of harm;
- at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

4.14 This is not an exhaustive list of safeguarding issues. Other areas of specific concern may include:

- children missing from home or care;
- substance misuse;
- gender-based violence;
- hate crimes;
- mental health concerns;
- relationship abuse;
- racism; disability, homophobic or transphobic abuse.

If staff have any concerns about children, it is important to speak to the Designated Safeguarding Lead.

5. Sharing concerns

See appendices 3-5 for further information.

If a child makes a disclosure:

- react calmly;
- reassure the child that they were right to tell and that they are not to blame;
- take what the child says seriously;
- keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Don't ask about explicit details;
- reassure but do not promise confidentiality, which might not be feasible in the light of subsequent developments;
- inform the child/young person what you will do next;
- make a full and written record of what has been said/heard as soon as possible;
- do not delay in passing on the information to the designated person if possible.

The written report will include the following:

- the child's name, age and date of birth;
- whether or not the person making the report is expressing their own concerns or those of someone else;
- the nature of the allegation, including dates, times and special factors and other relevant information;
- make a clear distinction between what is fact, opinion or hearsay;
- a description of any visible bruising or other injuries;
- also any indirect signs, such as any behavioural changes;
- details of witnesses to the incidents;
- the child's account, if it can be given, of what has happened.

Any disclosures or concerns, including concerns raised by other children or a third party should be reported via the school's Designated Safeguarding Lead. The safeguarding lead will usually decide whether to make a referral to children's social care.

Our aim is to create an open culture where staff and parents feel confident to raise concerns or to challenge senior leaders if they feel their concerns have not been robustly followed up.

In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members or parents can speak directly to children's social care.

Sheffield Social Care assessment team:

EAST 203 7463

NORTH 203 9591

WEST 273 4491

Sheffield MAST teams:

EAST 205 3635

NORTH 203 9591

WEST 250 6865

24 hour children's social care line: 0114 273 4855

Safeguarding Adults team: 0114 273 6870

Practitioners only- Safeguarding Children Advisory Service 9-5pm, Mon-Fri: 0114 205 3535

Jessop Wing Social Work team: 0114 226 8355

Children's Hospital Social Work: 0114 271 7310

Children with Disabilities Team: 0114 273 5368.

Police:

- 999 - Prevent and Domestic Abuse.
- 101 - to report a crime that is no longer happening or general enquiries.
- 18001 101 (text phone) - If you are deaf, hard of hearing or speech impaired.
- 07786 220 022 (SMS) - If you are deaf, hard of hearing or speech impaired.
- 0800 555 111 - to give information to Crimestoppers anonymously.

Useful advice about making a referral can be found via the Sheffield Children's Safeguarding Board website.

If, after a referral has been made, there are still concerns that appropriate action has not been taken, further referrals must be made.

Concern's about children's behaviours towards others

Where there is concern about a child's behaviour towards other children, Trust academies will follow the procedures established by the local Children's Safeguarding

Board. In Sheffield this is the Pathway for children who display sexually harmful behaviour.

6. Allegations of abuse made against teachers and other staff.

If staff members or parents have concerns about another staff member, then this should be referred to the Principal or Head of School. Staff should not take their own action to investigate concerns reported to them as this could hinder any subsequent investigation.

If the Principal or Head of School is the subject of an allegation, this should be referred to the CEO who will immediately discuss the allegation with the local authority designated officer (LADO).

The Sheffield LADO is Stephen Hill. His contact details are:
lado@sheffield.gcsx.gov.uk or tel: 0114 273 4850.

The Trust follows the guidance detailed in the Document 'Keeping children safe in Education' Sept 2016.

The procedures for dealing with allegations will be applied with common sense and judgement. For full details of the Trust's procedures, see **Appendix 2**.

7. Opportunities to teach safeguarding within the curriculum

All pupils within the Five Rivers Multi Academy Trust are taught about how to keep themselves safe as part of the curriculum. This includes personal, social health and economic education (PSHCE), Philosophy for Children sessions, class assemblies and age appropriate sex and relationship education (SRE). Subjects covered include e-safety, and from time to time programmes are delivered by external groups such as the NSPCC.

8. Looked after children

Each academy has a designated teacher (member of the Senior Leadership Team) to promote the educational achievement of children who are looked after. The Trust will ensure that this person has appropriate training.

The named person should have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The Designated Safeguarding Lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

| Academy | Inclusion lead | Second person |
|----------------|-----------------------|----------------------|
| Tinsley | Deborah | Tania |

| | | |
|------------|------------|-------------------------|
| Meadows | Sanderson | MacPherson/Claire Peats |
| Abbeyfield | Helen Best | Helen Croud |

9. Safer recruitment

When recruiting staff, the Five Rivers Multi Academy Trust safer recruitment policy will be followed.

- Statutory checks will be made on the backgrounds of all who work within the Trust.
- At least one person on each panel will have safer recruitment training.

Please make further reference to the Recruitment and Selection Policy and the following link:

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Appendix 1

Staff code of conduct

General principles of staff conduct:

- Staff should provide a good example and a positive role model to pupils.
- Staff should behave in a mature, respectful, safe, fair and considered manner.
- Staff must not discriminate favourably or unfavourably towards any pupil.
- Staff should not give or receive (other than token) gifts.
- Staff must ensure that relationships with pupils and their families always remain on a professional footing.
- Staff must not behave in a way that could lead a reasonable observer to question conduct, intentions or suitability to care for other people's children.
- Staff must not make arrangements to contact, communicate or meet with pupils outside work including by mobile phone or other forms of modern technology.
- Staff must not develop 'personal' relationships with pupils and their families.
- Personal social media accounts, such as Facebook, should not be used to communicate with parents or pupils. Staff should act prudently with regard to privacy settings.
- Personal mobile phones should not be in the classroom and mobile phones with cameras should not be in areas where children are vulnerable to any invasion of their privacy.

Appendix 2

Allegations of abuse made against teachers and other staff.

The Trust follows the guidance detailed in the Document ‘Keeping children safe in Education’ Sept 2016. Please refer to this document in all allegations of abuse made against teachers and other staff.

This guidance should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a Trust academy has behaved in a way that has harmed a child, or may have harmed a child or behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children. This part of the guidance relates to members of staff who are currently working in any academy regardless of whether the academy is where the alleged abuse took place.

Allegations against a teacher who is no longer teaching should be referred to the police.

Historical allegations of abuse should also be referred to the police.

The Trust recognises that they have a duty of care to their employees. They will provide the employee with effective support and a named contact if they are suspended. The Trust recognises that it is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Where the principal/head of school is the subject of an allegation, the CEO should immediately discuss the allegation with the local authority designated officer (LADO).

Where the CEO is the subject of an allegation, the Five Rivers Chair of Trustees should immediately discuss the allegation with the local authority designated officer (LADO).

The following procedures for dealing with allegations will be applied with common sense and judgement:

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
 - **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - **False:** there is sufficient evidence to disprove the allegation;
 - **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
-
- A “Case manager” will be appointed. This will usually be the Principal, or in the case of allegation against the Principal, the CEO; or in the case of the CEO, the Chair of the Trust Board.
 - The Case Manager sets up an initial discussion with the designated officer (LADO). The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case

manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

- Some rare allegations will be so serious they require immediate intervention by children's social care services and/or the police. The designated officers should be informed of all allegations that come to a school's attention and appear to meet the criteria so they can consult police and social care.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer (s) what action should follow both in respect of the individual and those who made the initial allegation.
- The case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager informs individuals about concerns or allegations as soon as possible and given an explanation of the likely course of action. Where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person to be suspended or whether an alternative arrangement can be made. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support.
- If there is cause to suspect a child is suffering or likely to suffer significant harm, a strategy discussion should be convened in accordance with 'Working together to safeguard children'. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
- Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer(s) should discuss the next steps with the case manager. In those circumstances, the options open to the academy depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.
- In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager

how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member staff.

- However, in other circumstances, such as lack of appropriate resource within the academy or the nature or complexity of the allegation, an independent investigator will be required. Many local authorities already provide for an independent investigation of allegations, often as part of the personnel services that maintained schools and colleges can buy in from the authority.

Supporting those involved

- The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. For staff in schools, that may include support via the local authority occupational health or employee welfare arrangements. Particular care will be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.
- Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.
- Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, will normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.
- Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraph 164). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

Confidentiality

It is extremely important that when an allegation is made, every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). There will be no reporting to the press.

The case manager should take advice from the LADO, police and children's social care to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be given to the wider community;

- how to manage press interest if and when it should arise.

Managing the situation and exit arrangements

- If a person resigns or ceases to provide their services, this should not prevent an allegation from being followed up. **A referral to the DBS must be made if the criteria are met.** In these circumstances it would not be appropriate to come to a settlement or compromise agreement which prevents the school from making a DBS referral. This would result in a criminal offence being committed as the school would not be complying with its legal duty to make the referral.
- It is important that every effort is made to reach a conclusion in all cases. The process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not co-operate.
- Settlement agreements, by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in case of refusal to co-operate or resignation before the person's notice period expires. Such an agreement would not prevent a thorough police investigation where appropriate.

Record Keeping

- Details of allegations that are found to have been malicious should be removed from personnel records.
- However for all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned.
- The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if an allegation resurfaces after a period of time. The record will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.
- Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

Timescales

- It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All should be investigated as a priority. Target timescales are:
 - 80% of cases should be resolved within one month;
 - 90% within 3 months;
 - All but the most exceptional cases should be completed within 12 months.
- For cases where it is clear the allegation is unsubstantiated or malicious, they should be resolved in one week.
- Where the initial consideration decides that the allegation does not involve a possible criminal offence, it will be for the Trust to decide how to proceed. If there are child protection concerns, the LADO should be informed. If no formal disciplinary action is required, appropriate action should be instituted within three working days. If a disciplinary hearing is required, it should be held within 15 working days.

Oversight and monitoring

- The LADO has overall responsibility for oversight of procedures for dealing with allegations, for resolving inter-agency issues and for liaison with the LSCB. The LADO will provide advice and guidance to the case manager, in addition to liaising with police and other agencies. The LADO monitors to ensure cases are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted regularly.
- Police will also identify officers responsible for liaising with the designated officer, taking part in strategy discussion, reviewing the progress of police investigation, sharing information on completion of the investigation and any prosecution.

Suspension

- The possible risk of harm to children posed by an accused person should be evaluated and managed. In some rare cases this will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response; all options to avoid suspension should be considered prior to taking that step. If concerns arise about the welfare of other children in the community or the teacher's family, these should be reported to the LADO. Suspension is unlikely to be justified on the basis of this.
- Suspension is a last resort. Please see Keeping Children Safe in education for more information.

Information sharing

- This will be led by the LADO, police or social care as relevant. Trust staff should not share information unless directed by these people.

Conclusion of the case

- If an allegation is substantiated and the person is dismissed or resigns, the designated officer should discuss whether referral to DBS is necessary for consideration of whether to include the staff member on the barred list.

There is a legal requirement for employers to make a referral to DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; if a person poses a risk of harm.

DBS barring helpline: telephone 01325 953795

Employers must refer someone to DBS if they:

- sacked them because they harmed someone;
- sacked them or removed them from working in regulated activity because they might have harmed someone;
- were planning to sack them for either of these reasons, but they resigned first.

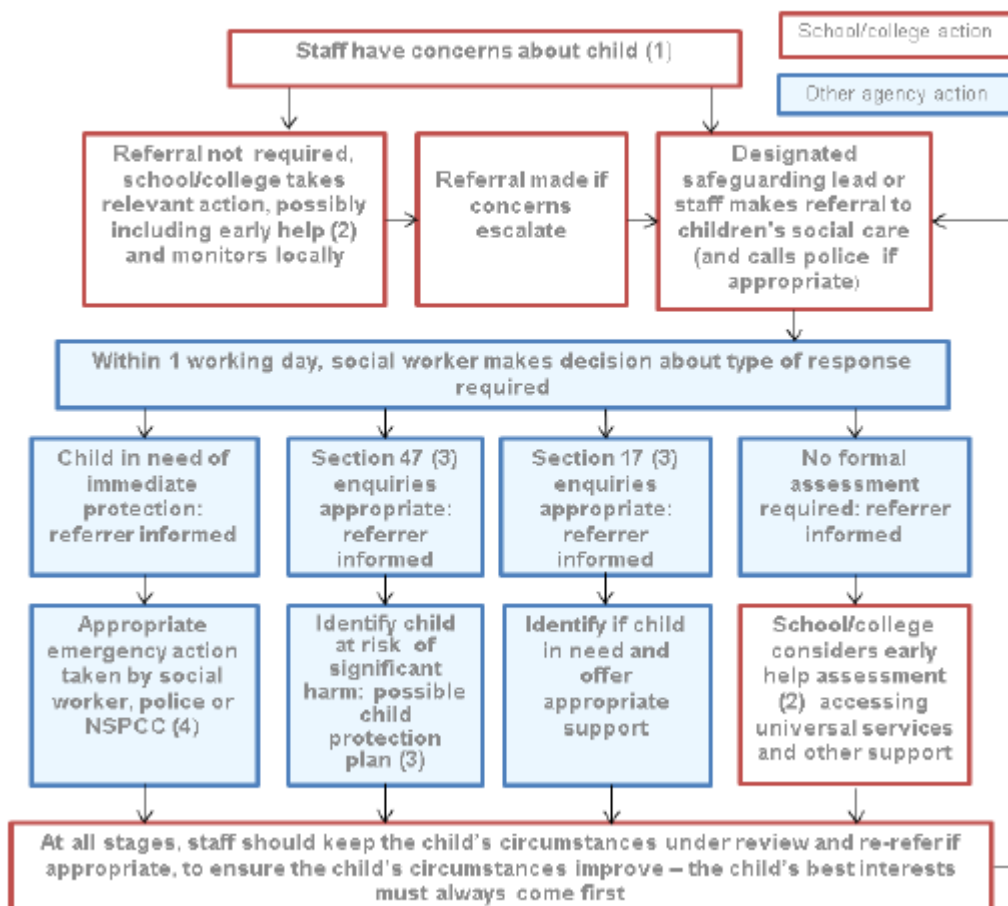
This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Following the case where an allegation is substantiated, it is important to determine whether any improvements can be made to policies and practice.

Appendix 3

This is taken from 'Keeping Children Safe in Education' - Sep 2016

Actions where there are concerns about a child

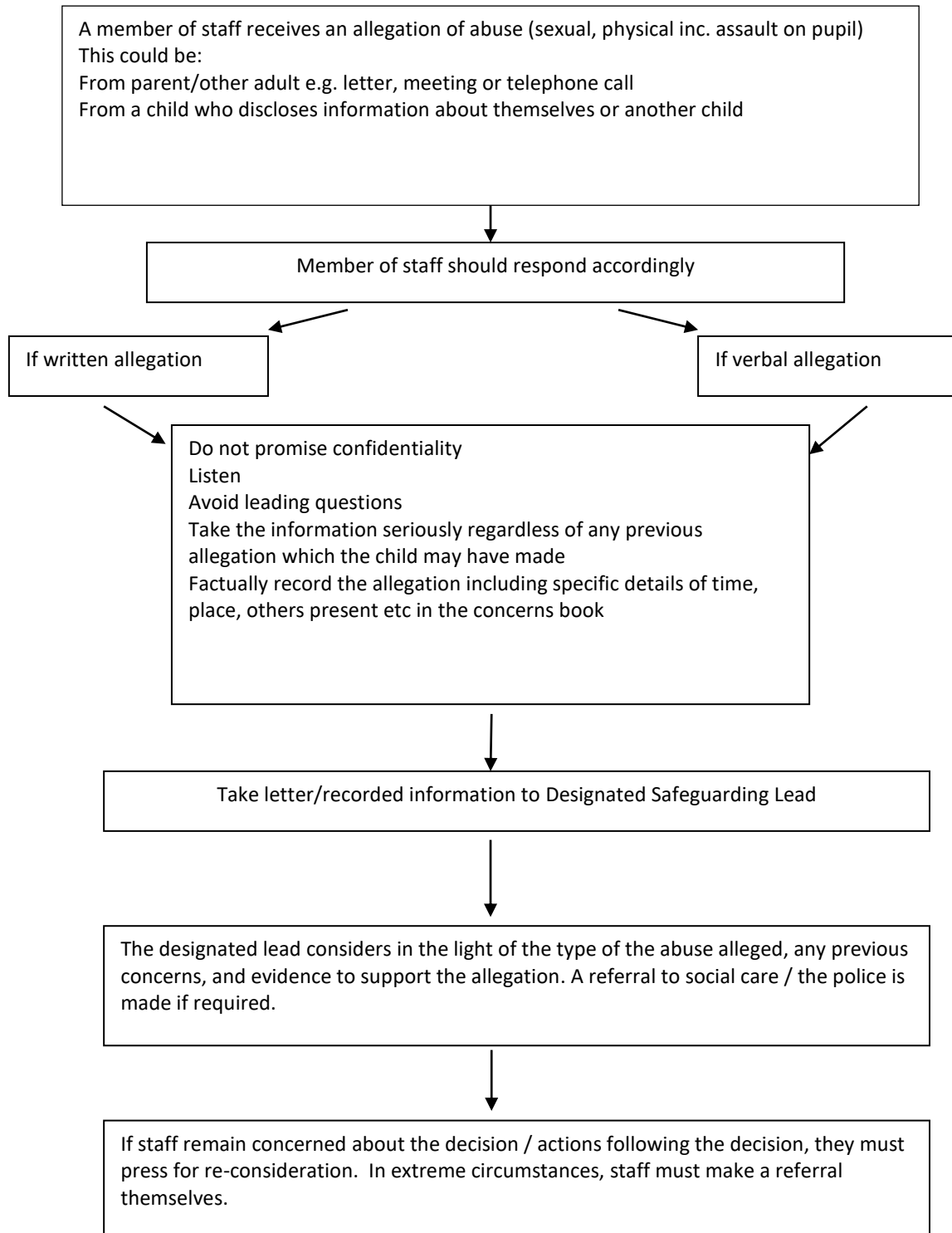


1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Appendix 4 RECEIVING AN ALLEGATION/DISCLOSURE OF ABUSE

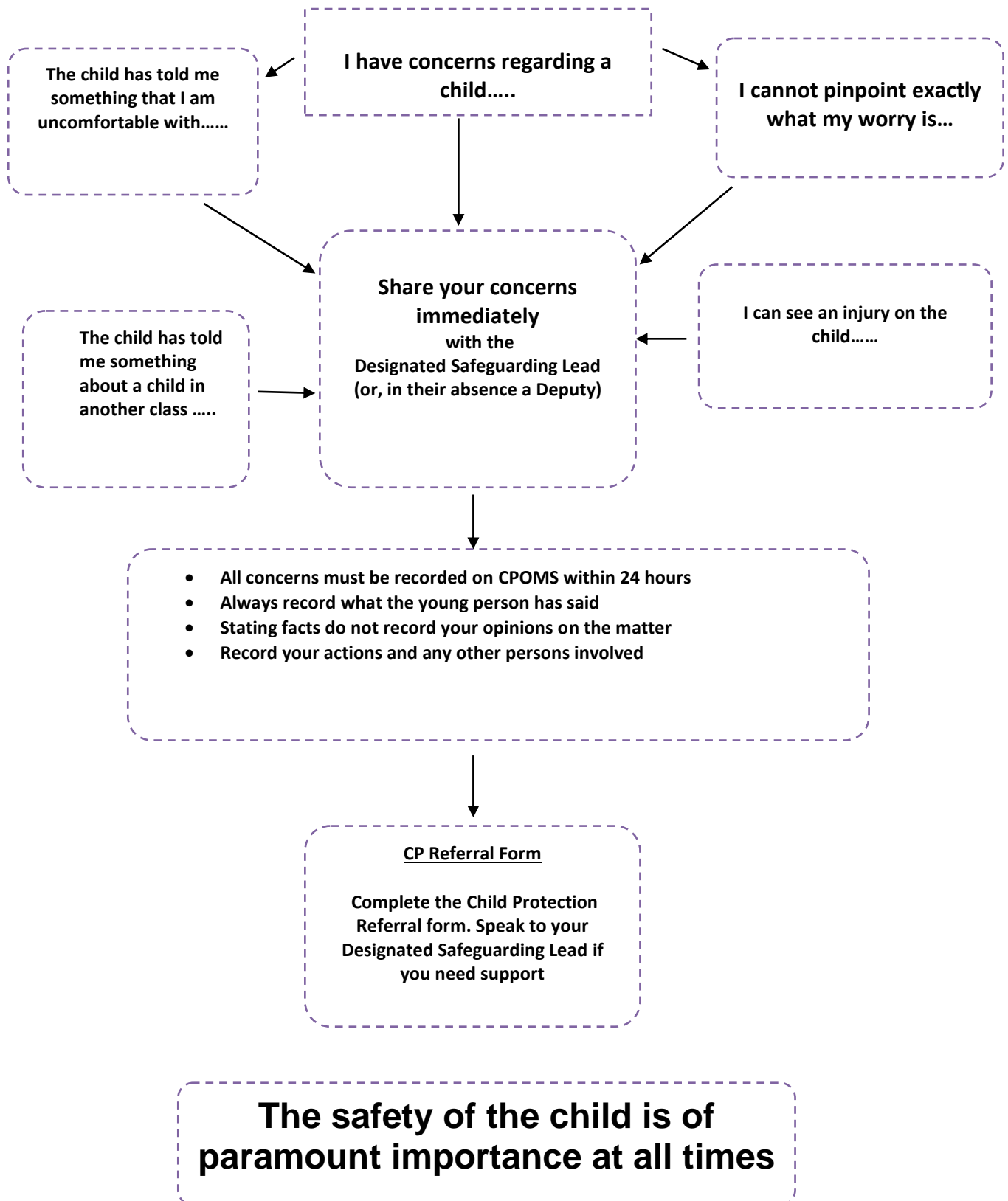
Action to be taken by any staff on receiving an allegation/disclosure of abuse

Good practice means that the person to whom the child chooses to disclose should listen and record as below, and not expect the child to repeat the information to a series of people.



Appendix 5

If you have any concerns / have received a disclosure



Designated Safeguarding Lead - Flowchart for what to do if a Child Protection concern is received

