



MARLCLIFFE PRIMARY SCHOOL

Safeguarding and Child Protection Policy

Last Reviewed	September 2021	Next Review	September 2022
		Ratified by Governors	2012 original 2019 revised

Further advice and guidance relating to this policy can be obtained from Alison Mann, Designated Safeguarding Lead: headteacher@marlcliffe.sheffield.sch.uk

1. Our commitment

Marlcliffe Primary fully recognises its responsibilities for child protection and safeguarding. We aim to make children happy and secure in their environment so that they may grow socially, emotionally, intellectually and morally. The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

Our teaching of sex and relationships education, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

Our policy, which is reviewed and approved by the governing body annually, applies to all staff, governors and volunteers working in the school. There are six main elements to our approach:

- Raising awareness of child protection issues with staff and equipping children with the skills needed to keep them safe.
- Ensuring we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with children.
- Training and supporting our staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may need safeguarding
- Implementing and reviewing regularly, in the light of experience, our procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

2. Our Safeguarding Leaders

- Our designated safeguarding lead (DSL) is **Alison Mann, Headteacher**.
- The following colleagues also act as Deputy DSLs: **Sherren Barratt, Learning Mentor, Fiona Turner DHT, Sarah Adams AHT**
- The governor with responsibility for safeguarding is: **Linda Bloomfield**

3. Legislation and statutory guidance

- We fully recognise our responsibilities under Working Together 2018, Keeping Children Safe in Education 2018 [section 157 of the Education Act 2002](#) and [The](#)

[Governance Handbook](#) to have arrangements in place to safeguard and promote the welfare of children. This policy has been drawn up on the basis of law and guidance that seeks to protect children including:

- This policy has been drawn up to comply with statutory and legislative requirements and guidance that seeks to protect children including:
 - The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017
 - Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children
 - Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015.
 - The Equality Act 2010 and the Special educational needs and disability (SEND) code of practice: HM Government 2014
 - The Data Protection Act 2018 and General Data Information Protection Regulations
 - We will follow the procedures set out by the Sheffield Safeguarding Children Board in the Sheffield Safeguarding Procedures
<https://www.safeguardingsheffieldchildren.org/sscb/education/policies-procedures>
- **Initial concerns are all logged on our system in school called CPOMS and staff are thoroughly trained on how to do this. Should further support be required, safeguarding staff will contact the Sheffield Safeguarding Hub to seek advice from Social Care.**

4. Definitions

- **Safeguarding and promoting the welfare of children means:**
 - 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
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- **Child protection** is an aspect of safeguarding but is focused on how we respond to prevent children suffering, or being likely to suffer, significant harm.
- **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. See Appendix 1 for the different types of abuse.
- **Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.
- **Children in need:** A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Where appropriate we will work Sheffield Safeguarding Children Board Procedures.

5. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising it, or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. All staff are particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health care plan).
- Is a young carer
- Is showing signs of being drawn into antisocial or criminal behaviour,
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Has English as an additional language
- Is known to be living in difficult circumstances, for example living in temporary accommodation or where there are issues such as substance abuse, adult mental health problems or domestic violence
- Is at risk of FGM, sexual exploitation, or radicalisation
- Is an asylum seeker
- Is a looked after child or has as returned home to their family from care (a 'care leaver')
- Is a privately fostered child
- Has a parent in prison. The National Information Centre of Children of Offenders (NICCO): <https://www.nicco.org.uk/> provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

6. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, governors and external parties within the school. Our policy and procedures also apply to any on-site extra-curricular activities and off-site activities.

All staff members of staff have a responsibility to exercise vigilance, to be alert to and to be aware of signs that suggest a child may be in need of help as well as the signs of abuse and neglect.

All staff will read and sign to indicate their understanding of Part 1 of the Department for Education's statutory guidance, Keeping Children Safe in Education, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2021_Part_One_September.pdf and review this guidance at least annually.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with a role they might be expected to play in such assessments.

All staff will be made aware of: our systems which support safeguarding within the school, which are implemented and monitored by the DSL. This includes:

- The process by which a concern about a pupil should be raised.
- The early help process and their role within it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or if a child tells them they are being abused or neglected, including specific issues, such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues such as child sexual exploitation (CSE), FGM and radicalisation. Contextual factors outside of the school i.e. wider environmental factors that are present in a child's life that are or may be a threat to their safety and or welfare.

Raising awareness of child protection issues with staff, and equipping children with the skills needed to keep them safe

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. Examples of this are: Assemblies themes, Circle time, SEAL curriculum, School Council meetings and school ethos.
2. Ensure children know that there are adults in the school whom they can approach if they are worried. This is done by: Circle times, Assembly themes, School Council meetings, SRE curriculum and school ethos with opportunities for children to talk to all adults in school every day. Also open access to the Learning Mentor, Mrs Barratt.
3. Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. Examples of this are: Developing self-esteem through the SEAL curriculum, keeping safe assembly themes, visits from the NSPCC etc.
4. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school website. 'The school is required to take reasonable action to ensure the safety of its pupils. If the school is concerned for the safety and welfare of any child and has reason to believe that a child may be subject to ill treatment, neglect or abuse, the Headteacher will follow the safeguarding procedures established by Sheffield Safeguarding Children's Board and inform Social services.'

The Designated Safeguarding Lead (DSL)

- The DSL (and deputies) strive to maintain a complete safeguarding picture. The DSL takes lead responsibility for child protection and wider safeguarding concerns.
- The Safeguarding Lead can be contacted via this email address headteacher@marlcliffe.sheffield.sch.uk or staff can log concerns on 'CPOMS'
- When the DSL is absent the Designated Safeguarding Deputies who are Sherren Barratt and Fiona Turner will cover.

The role of the Designated Safeguarding Lead

The DSL will:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and /or support other staff.
- Contribute to the assessment of children

- Refer suspected cases, as appropriate to the relevant body (local authority children's social care, Disclosure and Disbarring Service), and support staff who make such referrals directly.
- To liaise with the Safeguarding Hub in reporting serious safeguarding issues relating to children and with the deputy DSLs in matters relating to staff. Complete a Sheffield Multi-Agency Confirmation Form to Sheffield Safeguarding Hub (MACF) after speaking to the safeguarding Hub within 24 hours.
- Conduct risk and needs assessments as appropriate.
- The DSL will liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Governance of safeguarding

- The Governing Body will appoint a named governor to monitor the implementation of this policy in conjunction with the full GB. This must be a different person from the DSL. The GB will require the safeguarding link governor and the Designated Safeguarding Lead to provide a report on the measures they are taking to ensure compliance at regular intervals.
- The GB performs a vital role in monitoring compliance and challenging the school to ensure that best practice is followed. Therefore, all governors must recognise their safeguarding duties towards children in the school. GB governors are required to sign in acknowledgement of this responsibility upon joining the GB and this is to be reviewed annually. The chair of the GB will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.
- The GB, the Headteacher and the DSL (and deputies) should be aware of the department advice: [Sexual violence and sexual harassment](#)

The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this every three years with additional regular updates.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Monitoring and acting upon notifications from CPOMS or delegating this responsibility to the Deputy SL.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. **Always** speak to the DSL or deputy.

If a child makes a disclosure to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told someone sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.

- Write up your conversation immediately in the child's own words. Keep it factual and do not include your own judgement
- Sign and date the written record and pass it on immediately to the school DSL.
- Maintain confidentiality; do not discuss with other staff members or outside school.

7.1. If a child is in immediate danger

Wherever possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to Sheffield Safeguarding Hub (0114 273 4855) directly and/or the police immediately if a child is in immediate danger or at risk of harm. Anyone can make a referral.

- Tell the DSL, as soon as possible if you make a referral directly.
- You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action. The government website <https://www.gov.uk/report-child-abuse-to-local-council> provides information on reporting abuse to local councils.

If you have concerns about a child (as opposed to a child being in immediate danger)

- If you have concerns about a child's welfare and the child is not in immediate danger you should speak to the DSL or deputy or add a notification to CPOMS. (*KCSIE 2018*). The first stage emphasises the need for staff to take **immediate** action where they have a concern about a child. In all cases, the wishes of the child must remain paramount.
- The DSL will keep the case under constant review and if it is appropriate to refer the case to local authority or the police, the DSL will make the referral or support you to do so.
- The local authority will make a decision within one working day of a referral about what course of action to take and will let the person know who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not available and ensure outcomes are properly recorded.

7.2. If you have concerns about extremism

- If a child is not at immediate risk of harm, where possible, always speak to the DSL first to agree a course of action. Alternatively make a referral to the Safeguarding Hub directly if appropriate, but you must inform the DSL of the referral.
- Where there is a concern, the DSL will consider the level of risk and with advice from the Hub decide which agency this concern should be referred to. This could include [Channel guidance](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
 - Think someone is in immediate danger
 - Think someone may be travelling to join an extremist group.
 - See or hear something that may be terrorist related.

7.3. Female Genital Mutilation (FGM) FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs'. FGM is illegal in the UK and a form of child abuse with long lasting, harmful consequences. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest that a pupil may be at risk are provided.

- **Any teacher** that discovers that an act of FGM appears to have been carried out on a pupil under 18 **must** immediately report this to the police, personally. This is a statutory duty under Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, and teachers will face disciplinary sanctions for failing to meet this duty. The above duty does not apply in cases where a pupil is at risk of FGM or FGM is suspected but not known to have been carried out. Staff should not examine pupils.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. Any member of staff who suspects a pupil is at risk of FGM, who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the school DSL and follow their local safeguarding board guidance or that of their local police.

7.4. Concerns about a staff member or volunteer

- Allegations against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. Please also refer to our HR policy for guidance on dealing with allegations against staff.
- If you have concerns about a member of staff or volunteer, speak to the Headteacher. If you have concerns about the Headteacher, speak to the chair of governors. You can also discuss any concerns about any other staff member or volunteer with the DSL. The Headteacher/ chair of governors will then follow the procedures within the HR policy, if appropriate.
- For guidance on whistleblowing, please see the Council's Whistleblowing policy.

7.5. Peer on Peer abuse

We recognise that children are capable of abusing their peers, including but not limited to, bullying, cyberbullying, sexual violence, sexual harassment and sexting. We are well informed with regards to the guidance within Keeping Children Safe in Education 2021 in recognising and dealing with instances of such abuse. All staff should be clear about our policy and procedures with regards to peer on peer abuse. Such abuse will never be tolerated or passed off as "banter", "just having a laugh", or "part of growing up".

7.6. If a pupil makes an allegation of abuse against another pupil:

- You must inform the school DSL and record the allegation, but do not investigate it
- The school DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The school DSL will put a risk assessment and support plan into place for all children involved - both the victim(s) and the children) against whom the allegation has been made - with a named person they can talk to if needed.
- The school DSL will contact the children and adolescent mental health services (CAMHS) if appropriate.

7.7. We will minimise the risk of peer on peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensuring pupils know they can talk to staff.
- Being clear that peer-on-peer abuse can take many forms. It should never be minimised as ‘banter.’
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- Following guidance available:
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

8. Communication with parents/carers

- We will make sure that parents are informed of the responsibility placed on the school and staff in relation to safeguarding and child protection by setting out its duties on the website.
- We will undertake appropriate discussion with parents/carers prior to any proposed interagency involvement unless we believe that notifying the parents would increase the risk to the child, or exacerbate the situation, we will seek advice from the local safeguarding children’s board.
- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Online safety

As we increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

Therefore we have appropriate internet filtering within our school and we monitor all activity within our school system; in particular the content of information, the nature of the contact and the conduct of the user. Please see our online-safety policy for further information.

10. Mobile phones and cameras

For further information on the use of mobile phones, cameras and sharing of images please see our online-safety policy and our Acceptable Use policy.

We recognise that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all employees, pupils, volunteers, governors and parents/ carers. Volunteers, parents must not use personal phones or devices to take pictures of pupils except at school events where they may photograph their child. We ask that they do not post images of any children in the background on social media. We have agreed that teachers and teaching assistants can use their own devices to update blogs. All data is deleted after being uploaded.

11. Record keeping

We will keep clear, detailed, accurate, written (or electronic CPOMS based) records of concerns about children (noting the date, event, action taken and evaluation) where there is no need to refer the matter to social care immediately.

- Confidential records will be held securely in the CPOMS system. Access is via an electronic key for SLT and members of the Safeguarding Team. Other staff can see notifications to a child in their class only if invited by a key holder.

12. Confidentiality and information sharing

Child protection information will be held and handled in line with the Data Protection Act 2018 and GDPR regulations.

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern. Therefore, school staff must share information with relevant agencies, where that information may help protect a child. Similarly, this Act does not prevent school staff from sending child protection records to a receiving school or school, when the pupil concerned moves school.
- If the receiving school has CPOMS then records are transferred electronically when the child moves to a new school. If they do not have CPOMS then hard copies are passed over to a designated teacher at the new school and signed for.
- Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. Such a request should be referred to the DSL, or Headteacher.

13. Training

All staff training

- **All staff** members undertake safeguarding and child protection training at induction, including whistle-blowing procedures to ensure they understand the school's safeguarding system and their responsibilities, and can identify signs of possible abuse or neglect. This training will be updated annually with additional updates in line with advice from our local children's safeguarding board and our trust.
- **All staff** have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (e.g. through emails, e-bulletins and staff meetings as required but at least annually. Volunteers will receive appropriate training, if applicable.

The school DSL and deputy (deputies)

- The school DSL and (deputy/deputies) undertake child protection and safeguarding training at least every year.
- In addition, they will update their knowledge and skills at regular intervals and at least annually (e.g. through e-bulletins etc)
- Teachers have also undertaken Prevent awareness training.
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Governors

- All governors must receive safeguarding training once per year at least to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Governors are required to sign to acknowledge they have read Part 1 of Keeping Children Safe in Education 2021.

14. Safer Recruitment

- The school operates safer recruitment practices including ensuring appropriate DBS and reference checks on employees, volunteers and governors are undertaken according to the government guidance 'Keeping Children Safe in Education' (2021).
- We ensure that at least one person on any interview /appointment panel for a post at the school will have undertaken safer recruitment training as required by the Department for Education's statutory guidance Keeping Children Safe in Education 2021 and local safeguarding procedures.

15. Monitoring arrangements

This policy template will be reviewed annually by the Safeguarding lead and deputy.

