



# Willow Park School

## Safeguarding and Child Protection Policy

### 2025-2026

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This Safeguarding & Child Protection Policy is available on the school website, and is reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

### Child Protection and Safeguarding Advice - Contact List – September 2025

| Role   | Staff Member  | Contact Details  |
|--|---|--|
| Designated Safeguarding Lead                                       | Sarah Davidson  | <a href="mailto:s.davidson@willowpark.teameducation.org">s.davidson@willowpark.teameducation.org</a><br>07950971916  |
| Deputy Designated Safeguarding Lead and Attendance Officers (DDSL) | Vanya Elwis   | <a href="mailto:v.elwis@willowpark.teameducation.org">v.elwis@willowpark.teameducation.org</a><br>07951499460  |
| Other Advanced Safeguarding Staff                                  | Mark Fairbrother<br>(Executive Principal)<br><br>Jake Bower<br>(Interim Principal)<br><br>Gemma Sale<br>(SENCO) | <a href="mailto:m.fairbrother@willowpark.teameducation.org">m.fairbrother@willowpark.teameducation.org</a><br><br>01142796850<br><br><a href="mailto:s.davidson@willowpark.teameducation.org">s.davidson@willowpark.teameducation.org</a><br>0114 2796850<br><br><a href="mailto:g.sale@willowpark.teameducation.org">g.sale@willowpark.teameducation.org</a><br>01142796850 |
| Nominated Governor   | Andy Wynne  | <a href="mailto:andy.wynne@learnsheffield.co.uk">andy.wynne@learnsheffield.co.uk</a>   |
| Chair of Governors   | Kevin Corke   | <a href="mailto:k.p.corke@sheffield.ac.uk">k.p.corke@sheffield.ac.uk</a>   |
| Designated Teacher for Children who are looked after               | Gemma Sale  | 01142796850  |
| SENCO  | Gemma Sale  | <a href="mailto:g.sale@willowpark.teameducation.org">g.sale@willowpark.teameducation.org</a><br>01142796850  |
| PHSE/RSE Coordinator   | Jessica Jacques   | <a href="mailto:k.cardwell@willowpark.teameducation.org">k.cardwell@willowpark.teameducation.org</a><br>01142796850  |

|                                    |  |  |
|------------------------------------|--|--|
| Online Safety Coordinator          | Jake Bower   | <a href="mailto:j.bower@willowpark.teameducation.org">j.bower@willowpark.teameducation.org</a><br>01142796850  |
| GDPR Officer                       |  |  |
| Sheffield Safeguarding Hub         | Andrew Adedoyin<br>(urgent CP concerns/initial referral) | 01142734855  |
| Education Safeguarding Team        | Nick Godfrey   | <a href="mailto:Nicholas.godfrey@sheffield.gov.uk">Nicholas.godfrey@sheffield.gov.uk</a><br>07799656343<br><a href="mailto:Emily.pickles@sheffield.gov.uk">Emily.pickles@sheffield.gov.uk</a><br>07554 582 917 |
| Local Authority Designated Officer | Allegations against adults in school                     | 01142734855 select option 1<br><a href="mailto:LADO@sheffield.gov.uk">LADO@sheffield.gov.uk</a>  |
| NSPCC Whistleblowing Helpline      | Allegations against adults in school                     | 08000280285  |
| Prevent Team                       | Prevent training/advice                                  | 0114252317<br>(Police prevent team)<br>0800789321<br>(UK Anti-terrorism hotline)   |

Willow Park Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

## Definitions and Glossary

All staff refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

Child Protection refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in offsite provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

### Glossary

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- SENCO Special Education Needs Coordinator
- PSHE Personal, Social Health and Economic
- RSE Relationships Education

## Visitors to school

All visitors must sign in on arrival and collect the appropriate lanyard with visitors pass and a school information leaflet which outlines Child Protection and Safeguarding procedures in the schools, and how to report and concerns regarding a child/young person or another adult in school. This pass must be displayed at all times and staff must remain with their visitors who are not DBS checked, at all times.

## Aims

- Willow Park Schools aim to ensure that:
  - Appropriate action is taken in a timely manner to safeguard and promote children's welfare
  - All staff are aware of their statutory responsibilities with respect to safeguarding
  - Staff are properly trained in recognising and reporting safeguarding issues
- Team Education and staff of Willow Park Schools take as their first priority the responsibility to safeguard and promote the welfare of their pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within the schools to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.
- The responsibilities set out in this policy apply (as appropriate) to all members of the schools' community including pupils, staff, governors, visitors/contractors, volunteers, supply staff and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the pupils.

## Legislation and guidance

- This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2025](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#) and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children partnership (LSCP).

This policy is also based on the following legislation and guidance:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- 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 Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016)
- [When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#)

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSIE.

## Definitions

**Safeguarding and promoting the welfare of children means:**

- Protecting children from maltreatment
- Preventing impairment of children’s mental or physical 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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

[Appendix 1](#) explains the different types and indicators of abuse.

Children includes everyone under the age of 18.

## Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising 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.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation • Are asylum seekers

## Roles and responsibilities

- Safeguarding and child protection is everyone’s responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

## All staff

- All staff will read and understand part 1 and Annex A of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education \(2025\)](#), and review this guidance at least annually.
- All staff will be aware of:

Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2019/2020), understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise.

The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

That children’s behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children’s experiences such of abuse, neglect and adverse childhood experiences can impact on children’s mental health, behaviour & education.

The process for making referrals to Sheffield Safeguarding Hub and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: Summary of in-school procedures to follow where there are concerns about a child:(Page 11) illustrates the procedure to follow if you have concerns about a child’s welfare. Wherever possible, speak to the DSLs, deputy DSL or Principal (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or Principal being available, staff must not delay in directly contacting Sheffield Safeguarding Hub or the police if they believe a child is at immediate risk of significant harm.

Our work in partnership with other agencies in the best interests of the children. Requests for service to Sheffield Safeguarding Hub will (wherever possible) be made by the Safeguarding Designated Staff

(0114 2734855). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware that safeguarding incidents/ behaviours can occur outside school or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Children missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines. All appendices in this policy.

### The designated safeguarding lead (DSL) and deputy designated (DDSL) staff.

- Our DSLs take lead responsibility for child protection and wider safeguarding.
  - During term time, the DSLs will be available during school hours for staff to discuss any safeguarding concerns. The DSLs can be contacted via their school emails outside of school hours.
  - When the DSLs are absent, the deputy DSLs as listed above, will act as cover.
  - If the DSLs and deputies are not available, the school Principal will act as cover (for example, during out-of-hours/out-of-term activities).
  - The DSLs will be given the time, training, resources and support to:
    - 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 to do so
    - Contribute to the assessment of children
    - Refer suspected cases, as appropriate, to the relevant body (Sheffield Safeguarding Hub, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- The DSLs will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- The DSLs will also keep the Principal informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The schools will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSLs will contribute to the preparation, implementation and review of the plan as appropriate.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

## The Governing Board

- The Governing body will approve this policy at each review, and hold the Principal to account for its implementation.
- The Governing Body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.
- In the event that safeguarding concerns or an allegation of abuse is made against the Executive Principal, the Chair of Governors will act as the ‘case manager’. See also [Managing allegations](#)
- The GOVERNING BODY, along with the senior leadership teams of Willow Park School, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. The schools use the following alternative or off-site providers and have written evidence of safeguarding arrangements:
  - Children and Young People’s Club 01142330365
  - My Life Project 01142134546
  - SWFC Community program 01143240523
  - Nova City 01709801261
  - GTA 01142751751
  - On Board 01142587511
- The GOVERNING BODY will supply information as requested by the Sheffield Safeguarding Hub and the Local Authority Education Safeguarding Team.

The full responsibilities of the governing board are set out in Part Two of KCSIE – The management of safeguarding. The governing board will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

## The Principal

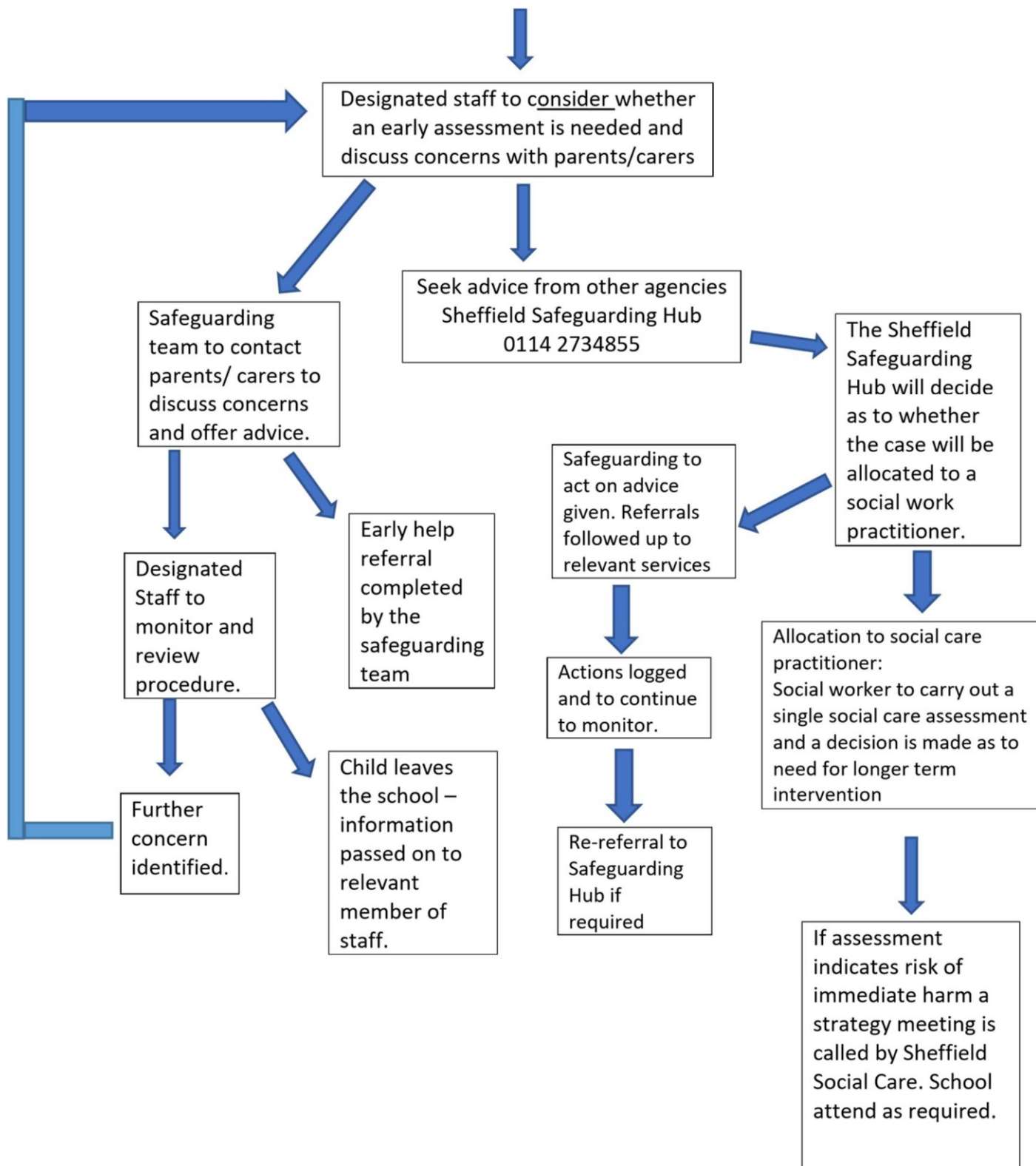
- The Principal is responsible for the implementation of this policy, including:
  - Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction
  - Communicating this policy to parents when their child joins the school and via the school website
  - Ensuring that the DSLs have appropriate time, training and resources, and that there is always adequate cover if the DSLs are absent
  - Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
  - Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.

## Fig 1: Summary of in-school procedures to follow where there are concerns about a child:

Concern raised:

Follow school’s process for recording child protection concerns

Speak to Designated Safeguarding Lead/Deputy



## Confidentiality and Information Sharing

- Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.
- The Schools recognise that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an

allegation/report of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.

- Confidentiality is addressed throughout this policy with respect to record-keeping (see [A safer school Culture](#)), dealing with reports of abuse (see [Appendix 2](#)), allegations of abuse against staff (see section [Managing Allegations](#)), information sharing (see section [Information sharing](#)) and working with parents (see section [Working with parents](#)).

## Information sharing

- Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.
- All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

## Working with parents and other agencies to protect children

- Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact Sheffield Safeguarding Hub to discuss their concerns.
- In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSLs. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.
- Parents/carers are informed about our Safeguarding & Child Protection policy through: school prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.

## Multi-agency work

- We will co-operate with Sheffield Safeguarding Hub in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

## Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

## Opportunities to teach safeguarding

- As part of providing a broad and balanced curriculum relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020).
- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies.

## Other areas of work

- All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equalities, Positive Handling, Behaviour, On-line Safety will be linked to ensure a whole school approach.
- Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.
- The school's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education and reflects our approach to issues of online safety that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

## Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- In cases where children have experienced abuse/abused others, the DSLs will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record.

## Children with additional needs

- We recognise that while all children have a right to be safe, some children may be more vulnerable to abuse e.g. those with a disability, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parent's mental health issues, learning disabilities etc.
- When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Sheffield Safeguarding Hub for support if required. Schools should note advice in the DFE Exclusions Guidance September 2017 Section 3. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

## Children in Specific Circumstances

- This school follows the Sheffield Safeguarding Hub multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSIE.

## Female Genital Mutilation: The Mandatory Reporting Duty

- The Department for Education's Keeping Children Safe in Education explains that 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. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately (in consultation with the DSLs) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff must 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 DSLs and follow our local safeguarding procedures.
- Any member of staff who suspects a pupil is at risk of FGM must speak to the DSLs and follow our Sheffield Safeguarding Hub procedures.

## Radicalisation and Terrorism

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek advice appropriately with the DSLs who must contact the Sheffield Safeguarding Hub, Andrew Adedoyin 0114 2734855 or the Police Prevent Team 0114 2523217 for further advice.
- Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.
- Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).

## Channel

- Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

## Peer on peer abuse/ child on child

- We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyberbullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced

imagery (sexting) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer /child on child abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSLs is responsible on responding to such concerns in keeping with LSCP protocols referenced below. The DSLs is responsible for providing support to any victims, and the perpetrators.

- Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, the Safeguarding Team should use the Brook Sexual Behaviours Traffic Light Tool. This must be used alongside an assessment of family context & developmental ability. ([see Appendix 5](#))
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.
- Where child exploitation (i.e. criminal, sexual, trafficking, modern day slavery etc..), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.
- The DSL must complete the child exploitation screening tool and get advice from the Sheffield Safeguarding Hub. ([see Appendix 4](#))
- If the child /young person already has an allocated social worker, the DSLs must contact them (or their team manager) to discuss any concerns about child exploitation.
- We will ensure the school works in partnership with parents/ carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

## Children missing from education

- A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Sheffield Children’s Services LA procedure and contact: Children Missing from Education Team, Level 5 West Wing, Moorfoot, S1 4PL. 0114 2736462 [ed-missingchildren@sheffield.gov.uk](mailto:ed-missingchildren@sheffield.gov.uk)
- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School staff members must follow the school’s procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

## A Safer School Culture

The governing board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education
- Guidance on Safer Working Practices
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

### Safer Recruitment, selection and pre-employment vetting

- The schools pay full regard and commitment to following the safer recruitment, selection and preemployment vetting procedures as outlined in part three of KCSiE (2025). The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of [KCSiE 2025](#)). Our Safer Recruitment trained staff are listed on each school's Single Central Record.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. ([see Appendix 7](#))
- The schools will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority.
- The schools will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers not engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor or the Sheffield Safeguarding Hub.

### Managing allegations or safeguarding concerns against a member of staff or person in school procedures.

- These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has:
  - behaved in a way that has harmed a child or may have harmed a child
  - possibly committed a criminal offence against or related to a child
  - behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Inappropriate behaviour by staff or person in school could take the following forms:
  - Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.

Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape.

Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

Staff have duty to disclose to the Principal where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

- A safeguarding complaint that meets the above criteria must be reported to the Principal ("case manager") immediately. If the complaint involves the Principal, then the next most senior member of staff must be informed and the chair of governors.
- The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. The case manager must use the local authority designated officer (LADO) notification form, in order to assess the level of concern ([see appendix 8](#)). As part of this initial consideration, the case manager should consult with their school's HR Advisor or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to [lado@sheffield.gov.uk](mailto:lado@sheffield.gov.uk) within one working day of the allegation being made. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- The case manager must not carry out an investigation or directly interview an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.
- A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.
- In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.
- Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

LADO: 01142734855 select Option 1. [LADO@sheffield.gov.uk](mailto:LADO@sheffield.gov.uk)

- Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.
- Safeguarding Sheffield Children state that concerns can be raised by the following methods:  
The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).  
Staff can also contact: Secretary of State for Education (whistleblowing & complaints): 0370 000 2288  
[www.gov.uk/contact-dfe](http://www.gov.uk/contact-dfe)

## Training and Support

- All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures.
- We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the school's designated safeguarding staff (as listed at the beginning of this policy). Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Sheffield Safeguarding Hub are also potentially available for advice and support (0114 2734855).
- Designated Safeguarding staff, including the Principal, must have attended the 2day Advanced Initial Safeguarding Children in Education, which will require an annual refresher, as well as Prevent (WRAP) training, Conferences & Core Groups, Signs of Safety and Briefings as required.
- The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training (including online safety) and refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, ebulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Sheffield Safeguarding Hub.

- Governors, including the nominated governor, will attend specific training for their role, updated at least every three years.
- Any training accessed through third party/independent providers must reflect the Sheffield City Council protocols. This training will be recorded by the school on a separate database.
- The Principal and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years.

## Low Level Concerns

This section is based on concerns that do not meet the harm threshold as described in Keeping Children Safe in Education.

This applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above. Concerns may arise through, for example:

- Suspicion
- Complaint Disclosure made by a child, parent or other adult within or outside the school

- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

## Definition of Low-Level Concerns

The term 'Low-Level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Talking to pupils on social media
- Failing to report pupils trying to access inappropriate websites
- Leaving students unsupervised/ failing to check on a student who is taking time to regulate.
- Taking photographs of children on their mobile phone
- Sharing personal contact details with pupils/parents and carers
- Using inappropriate sexualised, intimidating or offensive language

## Sharing Low-Level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Have clear policies and procedures
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

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## Reporting a low-level concern

- Low level concerns about a member of staff should be reported to the Headteacher as per the school's Child Protection procedures.
- If the concern is about the Headteacher this should be reported to the Chair of Governors.  
Low level concerns about supply staff, contractors and local authority visiting staff will also be reported to their employers.

Staff should use the school's Low-Level Concerns Reporting Form (see [Appendix 9](#))

## Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff Code of Conduct.

- Allegations that meet the harm threshold will be referred to the LADO for advice.
- Low level concerns that the school feel may need further guidance on will be referred to the LADO for advice
- Low level concerns that the school feel they can deal with internally will be dealt with via the school's usual child protection investigation process
- The school will engage with its HR provider where it is necessary to undertake further investigation and/or deal with the concern under relevant processes.

## Record keeping

All low-level concerns will be recorded in writing (form below) . In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in KCSIE, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

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## Reviewing a low level concern

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Where a pattern of such behaviour is identified, the Head of school will decide on a course of action, which may include:

- Disciplinary investigation and/or proceedings
- Management Advice, including recommendations for training  
Referral to the LADO (where a pattern of behaviour moves from a concern to meeting the harm threshold).

If the concern relates volunteers, or any other concerns arise, school can contact the LADO for further advice.

## References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

## Child Protection Records

- The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSLs and their deputies, Principal and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. The following information must be kept securely with restricted access, whether paper or electronic:
  - Chronology (summary of significant events and the actions and involvement of the school/college)
  - All completed child protection cause for concern records
  - Any child protection information received from the child's previous educational establishment
  - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
  - Professional consultations
  - Letters and emails sent and received relating to child protection matters
  - Referral forms sent to Sheffield Safeguarding Hub, other external agencies or education-based services
  - Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
  - Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc

- A copy of any support plan for the pupil concerned

Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

- Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e. self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSLs will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.
- Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the school/college. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.

Where the destination school is not known (the original records will be retained by the school)

Where the child has not attended the nominated school (the original records will be retained by the school)

There is any on-going legal action (the original file will be retained by the school and a copy sent)

- Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.
- If a pupil moves from our school, child protection records will be forwarded onto the named DSLs at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or electronic delivery and read receipt must be obtained for audit purposes by the delivering school.
- If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.
- For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

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- If a pupil is permanently excluded and moves to an alternative provision, child protection records will be forwarded onto the relevant organisation in accordance with the ‘The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Elective Home Education, Moorfoot Building, Sheffield, S1 4PL, following the above procedure for delivery of the records.
- When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Principal to ensure that the new post holder is fully conversant with all procedures and case files. All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

### Children’s and parents’ access to child protection files

- Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal right in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore all information will be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
  - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
  - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
  - is likely to prejudice an on-going criminal investigation; or
  - information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the schools’ GDPR Officer.
- The establishment’s report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

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## Archiving

- The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention period is 35 years from closure when there has been a referral to Sheffield Safeguarding Hub. If no referral has been made, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially and/or deleted from our electronic system. The decision of how and where to store child protection files will be made by the school via the governing board. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. designated officer or Principal. The DSLs are responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSLs are responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

## Safe Destruction of the pupil record

- Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

## Safeguarding responsibilities for pupils in transition

- In the event that a pupil transitions full-time from a primary setting into a secondary school setting before the end of their academic school year 6, the secondary school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the Principal and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in section 11 of this policy – Child Protection Records

## Self-Harm

School staff can play an important role in preventing self-harm and also in supporting students, peers, and parents' carers and families of students who are engaging in self-harm.

This policy has been put in place to ensure that we have a consistent approach from staff who deal with students who self-harm. It is designed so that those students seeking help will feel secure in knowing how we can deal with them, and to give staff a structure for dealing with self-harm. This policy is designed to support all staff.

As a school we have a responsibility to meet the needs of our students, and it is important that we all know how to best approach the issue of self-harm. This policy aims to:

To increase understanding and awareness of self-harm:

- Alert staff to warning signs and risk factors
- Outline the ways in which we may provide support to students who self-harm, their peers and their parents or carers.

This policy must be read in conjunction with our Safeguarding policy.

The policy applies to all students, staff, parents' carers and families; members of the Governing Body in addition to visiting professionals who work with students at Willow Park.

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## Definition of self-harm

Self-harm is a sign that a young person is experiencing significant emotional distress (see NICE guidelines). Self-harm (also known as self-injury or self-mutilation) is the act of deliberately causing harm to oneself either by causing a physical injury, by putting oneself in dangerous situations and/or self-neglect.

‘Intentional self-poisoning or injury, irrespective of the apparent purpose of the act’.

Examples of self-harm can include:

- Cutting scratching scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Pulling out hair or eyelashes
- Banging or hitting the head or others parts of the body
- Scouring or scrubbing the body excessively
- Biting parts of the body
- Under medicating (insulin)

Self-harm can also be linked to high risk behaviours including:

- Controlled eating patterns such as anorexia, bulimia or over eating
- Indulging in high risk behaviours such as car dodging
- Indulging in high risk sexual behaviours
- Destructive use of alcohol or drugs
- Suicidal ideation or attempts

Unwanted emotions such as anger and frustration can be reasons for self-harm, which provides an unhealthy but often cathartic release for pent up feelings. In the autistic community self-harm can also become a fixed pattern of behaviour, or a way for a young person to show others how they feel.

Some young people plan to self-harm in advance, others do it suddenly. Some young people self-harm only a few times, but others do it regularly, and it can become an entrenched pattern of behaviour.

For many young people self-harming is very private and is a form of release that does not attract the attention of others. It can take place in private, be dealt with in private and then covered up with clothing.

Other terms that are used to describe self-harming are deliberate self-harm; self-inflicted harm; self-injury; deliberate self-injury.

It is important within the context of Willow Park that we use the term self-harm cautiously. Sometimes students within our cohort will engage in sensory seeking behaviours such as skin picking or scratching which are not form of self-harm. It is important that staff use calm contained language with the students around these behaviour’s and that we do not mislabel sensory seeking behaviour as self-harm.

## What can make a young person self-harm?

- Primarily, a coping mechanism for releasing tensions & managing strong emotions
- Attempt to communicate
- To influence/secure help/care
- Obtaining relief from a difficult & otherwise overwhelming situation
- To preserve life Motivation may differ each time/act (Tidswell)

## Increased severity of self-harm history is associated with:

- Bereavement
- Problems with or between parents
- Serious illness of family or friend
- Difficulties with friends and peers
- Problems with school work 6. Suicide / self-harm of others
- Bullied
- Trouble with the police
- Physical or sexual abuse
- Worries about sexual orientation

(Madge et al, 2011)

## Functions of self-harm:

- Affect regulation: to alleviate negative affect
- Anti-dissociation: To feel real
- Anti-suicide: To replace/avoid impulse to commit suicide
- Interpersonal boundaries: To find control when feeling out of control
- Interpersonal influence: To seek help/care
- Self-punishment: To express anger towards self
- Sensation-seeking: For exhilaration

(Klonsky, 2007) Self-harming can make the young person concerned feel more in control and can reduce their feelings of tension and distress. If they feel guilty it can be a way of punishing themselves and relieving their guilt. Some young people feel better immediately after self-harming and then feel guilty about what they have done.

## Potential warning signs

School staff may become aware of warning signs which indicate that a student is experiencing difficulties that may lead to thoughts of self-harm. These warning signs should always be taken seriously and staff who observe any of these warning signs must share their concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads. Possible warning signs include but are not limited to:

- Changes in eating or sleeping habits
- Changes in behaviour
- Increased isolation from friends or family, becoming more socially withdrawn
- Changes in activity and mood, for example becoming more aggressive or introverted.
- Lower academic achievement
- Talking or joking about self-harm or suicide
- Evidence of abusing alcohol or drugs Expressing feelings of failure, uselessness or loss of hope.

Those who are most likely to harm themselves badly:

- Use a dangerous or violent method of self-harm
- Self-harm regularly
- Are socially isolated
- Have a psychiatric illness

## What can I do if I know that someone is self-harming?

Young people benefit from a non-judgemental approach from a person who is able to listen to them, foster a good relationship with them and encourage them to establish positive relationships with services (Royal College of Psychiatrists)

Students may choose to confide in a member of school staff if they are concerned about their own welfare or that of a peer. School staff may experience a range of feelings in response to the self-harm such as anger; sadness; shock; disbelief; guilt; hopelessness; disgust and rejection. However, in order to offer the best help a student to it is important for staff to maintain a supportive, professional and open attitude. Students who talk to staff about their self-harm are showing a great deal of courage and trust, and they should be reassured that they will be helped and supported without being judged.

If a young person self-harms in school then a member of the Safeguarding Team must be alerted in the first instance, to administer first aid. The member of staff with the young person should remove any equipment that they consider to be dangerous if possible. They must stay with the young person until the member of the Safeguarding team arrives, and together the members of staff will make an immediate plan to ensure the young person's safety.

Staff will discuss some or all of the areas below with the student who has self-harmed:

- If they have taken any substances or injured themselves;

- Find out what is troubling them;
- Explore how imminent or likely self-harm might be;
- Find out what help or support the child or young person would wish to have;
- Find out who else may be aware of their feelings.
- How long have they felt like this?
- Are they at risk of harm from others?
- Are they worried about something?
- What have they been doing that helps?
- What are they doing that stops the self-harming behaviour from getting worse?
- What can be done in school or at home to help them with this?
- How are they feeling generally at the moment?
- What needs to happen for them to feel better?

If the self-harm is significant, the DSL or one of the Deputy DSL should be notified immediately either over the walkie talkie or in person. They will assess the level of risk that the young person poses to themselves, and will make a plan for immediate support of the young person.

Where the self-harm causes serious injury or is in the form of an overdose the emergency services must be called and parents informed immediately.

In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times.

We encourage students who have self-harmed to not display their wounds or injuries and to talk to a member of staff if they are upset or stressed.

If staff are emotionally affected by an incident of self-harm or a disclosure about self-harm, they are encouraged to talk to their line manager so that appropriate support can be provided for them.

## Recording incidents of self-harm

All incidents of self-harming should be reported to the DSL or one of the Deputy DSLs.

It is paramount that students understand that staff have to share information regarding self-harm with appropriate people in school. All members of staff must share information about self-harming behaviours with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Leads. Staff must record on CPOMS an account of the self-harm, following this a course of action will be decided upon and implemented.

Unless the self-harm is linked with problems at home which places the young person at risk of harm, staff who have led on the incident will notify parents/carers. The Designated Safeguarding Lead or the Deputy Designated Safeguarding Leads will inform a further course of action.

We encourage students to report fellow students if they think they are at risk of self-harming or of suicide by speaking to a member of staff.

We encourage parent carers and families to work in partnership with the school and share any information about self-harming behaviours at home and to support the school's policy on self-harm.

Young people can be directed to helpful websites such as:

- <https://www.kooth.com/>
- [http://www.nshn.co.uk/downloads/Advice\\_for\\_young\\_people.pdf](http://www.nshn.co.uk/downloads/Advice_for_young_people.pdf) • [www.childline.org.uk](http://www.childline.org.uk)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- <https://www.map.uk.net/here-you/mental-health>
- <https://www.selfinjurysupport.org.uk/Pages/Category/self-help-resources>
- <https://www.selfharm.co.uk/>
- [www.harmless.org.uk](http://www.harmless.org.uk)
- <http://epicfriends.co.uk/>
- [www.lifesigns.org.uk](http://www.lifesigns.org.uk)
- <https://www.recoveryourlife.com/>
- [RPCF Rotherham Parent Carers Forum](#)

and apps:

- <https://calmharm.co.uk/>
- <http://self-healapp.co.uk/>

## Sexual Harmful Behaviour

Our school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledges that it could be occurring at Willow Park School and in our school community. The school is proactive in its approach to assessing prevalence, responding to incidents and challenging and changing behaviour. This policy applies to all governors, staff and learners.

Schools and colleges have a statutory duty to safeguarding the children in their setting. We work together to foster an environment that creates healthy relationships for children and young people.

Our whole-school approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality targeted education within the curriculum to reduce the likelihood of the situations occurring.

We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

As a school we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible.

We also use the RSHE curriculum to help educate students about these issues as well as regularly remind and promote reporting routes within school to ensure they know what to do should an incident occur.

## Related Policies

- Child protection and safeguarding policy
- Whistleblowing
- Behaviour policy
- Anti-bullying policy
- Online safety
- Acceptable Use Agreements

## Leaders and Designated Safeguarding Leads (DSLs)

Our leaders and DSLs have ultimate responsibility in dealing with all incidents of harmful sexual behaviour, including online. It is the expectation that all incidents of harmful sexual behaviour/sexual violence and harassment are reported to the school in line with school safeguarding and child protection procedures. We ensure that our DSLs and their deputies receive appropriate training so that they are confident in school safeguarding processes. They know when it is necessary to escalate and have information on what national specialist support is available to support all children involved in harmful sexual behaviour and are confident as to how to access this support when required.

Our DSLs and their deputies have an in-depth working knowledge of key documentation, particularly KCSIE 2025. We ensure that they receive appropriate specialist training, commensurate with their role, and provide ongoing training for all school staff.

It is the role of school leaders and DSLs to ensure that all staff and Governors receive training specific to harmful sexual behaviour and that it is included as part of induction.

## Staff

It is the responsibility of all staff to have read and understood this policy and associated policies. All staff must report any incidents or suspected incidents of harmful sexual behaviour in line with school policy and ensure they are informed of the outcome. It is expected that all staff will challenge any harmful sexual language or inappropriate behaviour. Staff have a duty to ensure that the school environment is one which is safe, and which supports learners to understand safe and healthy relationships and appropriate behaviour through delivery of our curriculum.

## Trustees/Governors

We ensure our trustees/governors receive appropriate training about what harmful sexual behaviour is, when it can pose a risk to children and how to keep children safe. Our trustees/governors receive regular training and updates, both in terms of what sexualised behaviour is, but also how to effectively support establishments and their stakeholders whilst holding provision to account.

As part of the headteacher's report, our trust board/governing body has the opportunity to monitor and evaluate the approach to harmful sexual behaviour to ensure it is adequate and effective. This includes evaluation of the curriculum, pupil voice activity and evaluation of parent/carer engagement. It is the responsibility of the trustees/governors to ensure that risks relating to these issues are identified, that a number of reporting routes are available, and that risks are effectively mitigated.

## Learners

All learners have the right to learn in a safe, healthy and respectful school environment. Our learners benefit from a broad and balanced curriculum. They are taught about healthy relationships and how and when to report and that a range of different reporting routes are available to them. Our learners are encouraged to report any harmful sexual behaviour, even if they are not directly involved. All learners will be listened to if they make a disclosure and will be treated sensitively - whilst we cannot guarantee confidentiality, their requests will be considered when supporting them.

## Parents/Carers

We work hard to engage parents and carers by:

- Running regular in school/online sessions
- Sharing newsletters
- Sharing information online e.g., website, social media
- Providing curriculum information

Our parents and carers are made aware of how and when to report any concerns to the school, that all incidents will be handled with care and sensitivity, and that it may sometimes be necessary to involve other agencies.

## Vulnerable Groups

We recognise that, nationally, vulnerable learners may be more likely to be at risk of experiencing HSB. These include:

- A child with additional needs and disabilities
- A child living with domestic abuse
- A child who is at risk of/suffering significant harm
- A child who is at risk of/or has been exploited or at risk of exploited (CRE, CSE) • A care experienced

child

- A child who goes missing or is missing education
- Children who identify as, or are perceived as, LGBTQI+ and/or any of the other protected characteristics
- Children displaying HSB have often experienced their own abuse and trauma. We work to ensure that any vulnerable learner is offered appropriate support, both within and outside school, sometimes via specialist agencies.

## Training

Through the provision of good quality training and support, we strive to foster in our DSLs, and their deputies, a good understanding of HSB. This will form part of their safeguarding training. Supporting them in planning preventative education and measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding.

The training includes:

- [NSPCC training](#)
- Whole staff training
- Brook Sexual Behaviour Traffic tool

Our training strategy supports staff to respond effectively to different types of harassment and sexual misconduct incidents. An assessment of the training needs of all staff will be undertaken regularly and will form the basis of our training strategy. This strategy will be reviewed and evaluated on a regular basis to ensure it is fit for purpose.

Training will be made available on an ongoing basis for all staff and students to raise awareness of harassment and sexual misconduct with the purpose of preventing incidents and encouraging reporting where they do occur.

## Helpful links

### [Child Exploitation and Online Protection command](#)

CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of their Child Protection Advisors.

### [The NSPCC](#)

provides a helpline for professionals at 0808 800 5000 and [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The helpline provides expert advice and support for school and college staff, and will be especially useful for the designated safeguarding lead (and their deputies).

Specialist Sexual Violence Sector Organisations

- You can access support from specialist sexual violence sector organisations such as [Rape Crisis](#) or [The Survivors Trust](#).
- The Anti-Bullying Alliance has developed guidance for schools about [Sexual and sexist bullying](#). • [The UK Safer Internet Centre](#)
- Provides an online safety helpline for professionals at 0344 381 4772 and <mailto:helpline@saferinternet.org.uk>. The helpline provides expert advice and support for school and college staff regarding online safety issues.
- [Internet Watch Foundation](#)
- If the incident/report you are dealing with involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF).
- [Childline/IWF Report Remove](#)
- is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online.
- [UKCIS Sharing Nudes and Semi-nudes Advice](#)  
Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).
- [Thinkuknow](#) from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online.
- [Lucy Faithfull Foundation](#) is a UK-wide charity dedicated solely to preventing child sexual abuse. They work to prevent abuse from happening in the first place by working with all those affected including adult male and female abusers
- [Marie Collins Foundation](#)  
Support people to recover from technology assisted sexual abuse in childhood. We do this directly by supporting individuals and their families, and indirectly through advocacy and education.
- [NSPCC National Clinical and Assessment Service](#)  
(NCATS) a national service that offers assessment, treatment, consultation and training for and about children and young people where there are concerns about harmful sexual behaviour
- [Project deSHAME from Childnet](#)  
Provides useful research, advice and resources regarding online sexual harassment.

## Education

Our school's educational approach seeks to develop and prioritise knowledge and understanding of healthy relationships teaching and empowering young people to use the skills to make healthy, informed decisions. Our school provides a universal offer as well as opportunities for group and individual interventions. We also work with outside support services.

Our approach is based on current local and national issues alongside those of our pupils and their families. It is shaped and evaluated by stakeholders to ensure that it is dynamic, evolving and based on need.

We do this through:

- Parental engagement
- Working with Learn Sheffield Consultants
- Working with other agencies - Violence reduction Unit
- Working with other schools
- Staff consultation
- Staff training
- Sexual Health Organisations
- We use verified and authentic resources provided from
- Sheffield RSE Schemes of work
- Life Lessons Project
- PHSE association

## Reporting

Our systems are well promoted in order to be easily understood and easily accessible for children and young people to confidently report abuse, knowing their concerns will be treated seriously. All reports will be dealt with swiftly and sensitively and outcomes shared where appropriate. We also respond to anonymous reports, or reports made by third parties.

We also recognise that incidents will not always be reported directly to us, therefore we also train staff to recognise and spot signs of harmful sexual behaviour.

## Responding to an Incident or Disclosure

We recognise the importance of distinguishing between healthy, problematic and harmful sexual behaviour.

Our response is always based on sound safeguarding principles and follows school safeguarding processes. It is considered appropriate and puts the learner at the centre of all decisions made.

The school will always adopt a multi-agency approach and seek external support and guidance, in line with school policy, if deemed necessary. This may include:

- Sheffield Safeguarding Hub
- Police
- CAMHS
- Early Help
- MASH

## Risk Assessment

The school may deem it necessary to complete a harmful sexual behaviour risk assessment as part of the response to any reported incidents. The purpose of the risk assessment is to protect and support all those involved by identifying potential risk, both in and out of school (e.g., public transport, after school clubs etc) and by clearly describing the strategies put in place to mitigate such risk.

The risk assessment will be completed following a meeting with all professionals working with the learner, as well as parents or carers. Where appropriate, the learners involved will also be asked to contribute.

The risk assessment will be shared with all staff who work with the learner, as well as parents and carers. It will respond to any changes in behaviour and will be regularly updated and evaluated to assess impact.

## Bereavement

Willow Park is an inclusive SEMH school that strives to ensure that all children feel safe when with us. Our values focus on Acceptance, Safety, Unconditional Positive Regard, Enjoyment and Holistic Achievement alongside working with the strengths of each individual child to ensure that they achieve to the best of their abilities.

Around 41,000 children are bereaved of a parent every year in the UK. That's nearly two children under 16 every hour. Many more are bereaved of a grandparent, sibling, friend or other significant person.

Experiencing a bereavement can make children more vulnerable. Bereavement, whether it is an expected death because of illness or a sudden and unexpected death or suicide, is something that can impact on members of our school community at any time.

Our school is committed to the emotional health and well-being of its staff and pupils. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that prepares pupils for coping with bereavement.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures as to how our school can best prepare for, and respond to, bereavement in the school community.

We recognise that members of the school community will be affected by a range of losses including separation and divorce. Some aspects of this policy may also be helpful in these cases.

This policy was based on an exemplar developed by the national charity Winston's Wish. It has included input from our staff, our governing body, parents and carers and pupils.

This bereavement policy supports us to provide effective support to pupils and staff before, during and after bereavement. It covers both expected and unexpected deaths.

Empathic understanding in the familiar and secure surroundings of school may be all the bereavement support some children and staff require. However, we also need to be prepared to call on more specialist support where there is a sudden and unexpected death, or where the impact of a bereavement is complex.

## Objectives

- enhance effective communication at a difficult time
- clarify the pathway of support between school, family, community and services
- make best use of the support available in school, the council's families, children and learning department and the wider community.

## Our charter for bereaved children and young people

To help us meet the objectives of this policy we have adopted the Winston's Wish Charter for Bereaved Children and will display this in appropriate staff areas and on our website.

**B** Bereavement support Bereaved children need to receive support from their family, from their school and from important people around them. We will signpost them to specialist support if needed.

**E** Express feelings and thoughts We will help bereaved children to find appropriate ways to express all their feelings and thoughts associated with grief, such as sadness, anxiety, confusion, anger and

guilt. **R** Remember the person who has died We understand that bereaved children have the right to remember the person who has died for the rest of their lives. We will support them to share special and

difficult memories. **E** Education and information All children, particularly bereaved children, are entitled to receive answers to their questions. They also need information that clearly explains what has happened, why it has happened and what will be happening. We will strive to enable children to have their questions answered, through the PSHE curriculum, on an individual basis, working with parents and carers or through support services.

**A** Appropriate response from schools and colleges Bereaved children need understanding and support from their teachers and fellow students without having to ask for it. We will provide training to ensure this happens.

**V** Voice in important decisions. We will work with families to encourage them to involve bereaved children in important decisions that have an impact on their lives such as planning the funeral and remembering anniversaries.

**E** Enjoyment We will support the bereaved child's right to enjoy their lives even though someone important has died.

**M** Meet others We will try where possible to enable bereaved children to benefit from the opportunity to meet other children who have had similar experiences.

**E** Established routines We will endeavour, whenever possible, to enable bereaved children to continue activities and interests so that parts of their lives can still feel 'normal'.

**N** Not to blame We will help bereaved children to understand that they are not responsible, and not to blame, for the death.

**T** Tell the story We will encourage bereaved children to tell an accurate and coherent story of what has happened. We know this is helpful to them particularly if these stories are heard by those important people in their lives.

## Safeguarding, confidentiality and recording

We follow our school's safeguarding policies and procedures to ensure that the welfare of the child remains paramount throughout, and that all children are protected from harm.

It is important to maintain confidentiality throughout the handling of any incident or disclosure. However, pupils will need to be made aware that complete confidentiality cannot be guaranteed.

To retain the trust of pupils and parents and carers, we will ensure that the sharing of appropriate information is kept to a minimum. Sensitive information will only be disclosed internally or externally with careful attention to the rights and needs of individuals and in line with general data protection regulation.

If a child is suffering from trauma, we will share this as appropriate with staff, but not necessarily the details of their experience.

We will discuss with the bereaved child and their family which adults in the school community they would like made aware of the experiences impacting on the child.

We will use our usual school systems; IPRA'S, Behaviour Watch and CPOMS to record when a child has experienced a close bereavement, is at risk of suicide or has made a suicide attempt.

## Roles and responsibilities in dealing with bereavement

### The role of the governing body

is to:

- approve the bereavement policy and ensure its implementation
- ensure the policy is reviewed every three years or when national or local policy directs a change

- ensure that appropriate attention is given to how bereavement issues are addressed within the curriculum
- ensure that approaches to bereavement are respectful of religious and cultural values and beliefs
- ensure that staff are given appropriate opportunities for training, reflection and access to support if they need it.

## The role of the Principal and senior leadership team

is to:

- lead a whole-school approach to the effective management of loss and bereavement including ensuring appropriate training and support provided for staff
- contact any other outside agencies in the case of a sudden and unexpected death or suicide – key professionals would be expected to be involved – e.g. link Educational Psychologist and Primary Mental Health Worker, alongside relevant colleagues and managers
- be the first point of contact for family/child/staff directly affected by a bereavement
- record bereavements affecting children
- designate liaison and support to other trained members of staff when appropriate
- monitor progress in supporting those impacted by a bereavement and liaise with external agencies
- keep the governing body appropriately informed
- deal with media enquiries

## The role of all staff in our school

is to:

- access bereavement support training and cascade learning to other staff if appropriate
- know how to access support for themselves, for other staff and for the family, if advice or information is needed
- know how to report a concern if the bereavement or sudden and unexpected death has placed a child and/or their family at significant risk of harm
- know how to support a child when they are distressed and how to refer to specialist support if needed
- have a basic understanding of a child's needs when facing loss and change
- provide individual support as and when needed and in consultation with the Principal and pastoral team
- teach about loss and bereavement as part of the planned curriculum or in the role of tutor
- inform the Principal at the earliest possibility if they hear about a death of someone in the school community

Our Pastoral Team / SENCO has had more advanced training about bereavement. They can offer professional support to other members of staff etc.

## The role of the local authority

If you have access to support from your local authority or Academy Trust Education Psychology Service add the pathway of support here for dealing with a suicide in the school community, or a particularly sudden or difficult bereavement. Here is an example from Brighton & Hove [adapt for your local authority].

## The role of the Brighton & Hove Inclusion Support Service (BHISS)

is to:

- offer specific support when there has been an incident affecting a section of the school community, and / or a critical incident, suicide or sudden death of an adult or child, initially meeting with the Principal and key lead staff in the school to discuss the immediate plan of action, with timeline outlined where possible for follow up actions
- inform appropriate colleagues within the local authority on a need to know basis
- advise and support staff who are supporting bereaved children and young people including offering and providing training on request
- advise on referral pathways and offer triage to support pathways of support, through identification of those requiring more specialist support and those whose needs can be met through the Whole School Approach on request
- ensure that any staff significantly affected by a death are made aware of the support that's available to them.

## Bereavement Procedures

### Pre-bereavement

In some situations, it is known in advance that a death is going to occur. This is usually because of a long illness.

In cases where this is an adult within the school community, individual conversations will be held with the Principal in terms of support, information exchange and practical considerations.

When the expected death is of a child or a member of a child's family we will:

- contact the family to confirm factual information and explore what support could be provided to them
- identify a key point of contact, in most circumstances will be the pastoral team, in school in terms of information exchange and to update when things change
- ensure that all relevant adults are clear about what information has and needs to be shared with the pupil
- keep lines of communication open to ensure that all information is received in a timely fashion
- explore the possibility of signposting to other organisations such as Winston's Wish or a local hospice
- look to involve faith or community leaders when appropriate and with the agreement of the family
- explore what support for the pupils affected might look like in practice

- arrange training for specific members of staff to ensure all involved are confident in their ability to support the pupil
- if appropriate, consider and reflect on how to communicate with the wider school community for example the pupil's class mates
- if appropriate, begin conversations around practical considerations in the events leading up to the death and following the death

## Following a bereavement

We will consider each individual situation carefully to ensure that the response from the school is sensitive, accurately reflects the gravity of the situation, and involves those affected as appropriate.

As an immediate response we will:

- contact the deceased's family with the aim to establish the facts and avoid rumours (Principal and/or pastoral team)
- consider any religious beliefs that may affect the timing of the funeral or impact on other aspects of the bereavement process
- find out, if possible, how the family would like the information to be managed by the school
- allocate member(s) of staff to be the key point(s) of support for the affected child / young person or children / young people and ensure there is support in place for the staff members if required
- send letters or cards of condolence to families or individuals directly affected
- will prepare a press statement, with support from the council's communications team if required and with due regard to the family affected (Principal)
- inform staff of the death before pupils are informed, recognising that some pupils may have found out through other means. Where possible, staff will be prepared (through prior training) to share information in age-appropriate ways to make sure all staff have the same version of the event. Where this has not been possible, staff will be supported to share the information.
- inform pupils who are most directly affected (such as a friendship group), preferably in small groups, by someone known to them and in keeping with the wishes of the family and expertise of the school
- inform the wider school community in line with the wishes of the family. We would normally do this through assemblies and / or letters to parents.
- make small changes to the school timetable to accommodate the needs and wellbeing of the child or children affected by the situation. However, we will aim for minimal disruption to the timetable as this can offer a sense of security and familiarity.

## For the funeral we will:

- find out the family's wishes and follow these in terms of the involvement of members of the school community (or not)

- identify which staff and pupils may want to attend if invited by the family and the practicalities of issues such as risk assessment, staff cover and transport. In some rare circumstances it may be appropriate to close the school

- organise tributes such as flowers or a collection in line with family wishes and the wishes of staff and pupils
- be sensitive to religious and cultural issues.

### After the funeral we will:

- consider whether it is appropriate to visit the child and family affected at home and plan a return to school
- ensure friendships are secure – peer support can be particularly important for a bereaved child or young person
- continue regular contact with the family and show we still care about them and their child over time
- monitor the emotional needs of staff and pupils and provide listening time and ongoing appropriate support
- consider practical issues and make thoughtful and sensitive updates to parental and other contact details when needed
- continue to assess the needs of children most affected, and record and plan for support accordingly.

### Longer term we will:

- be aware that the impact of bereavement follows a child throughout their school life. So, we will record information and share with relevant people, particularly at transition points. This could include ensuring significant dates and events for the child are recorded and shared with appropriate staff for future reference.
- signpost families to bereavement support including that provided by Winston's Wish <https://www.winstonswish.org/about-us/>
- ensure that learning about loss and bereavement is embedded into appropriate curriculum areas including PSHE education. When teaching about loss and bereavement we will give careful thought as to how to support those directly affected by loss and bereavement.

### Following a sudden and unexpected death – suicide

Suicide is not just a really difficult event to deal with, it also presents the unique risk of potentially being the trigger for another suicide.

As described in section 4.3 we will seek advice from the Pastoral team and SENCO. As a school community we will make a response to a sudden death within two school days.

It is necessary to maintain the structure and order of the school routine, while facilitating the expression of grief, and reducing the risk of imitative suicide.

In the case of suicide, we will refer to The Samaritans Step by Step Guide. <https://www.samaritans.org/how-we-can-help/schools/step-step/>

Information provided to the school community in the immediate aftermath of a sudden and unexpected death will depend on the age of the pupils but should be based on and reinforce:

facts (not rumours)

- an understanding that death is permanent
- an exploration of normal and wide-ranging reactions to sudden and unexpected death – expressions of anger and guilt are entirely normal
- an understanding that, with support, people can cope
- an understanding that fleeting thoughts of suicide are not unusual • an awareness of suicidal warning signs and resources available to help
- an understanding of expectations around funerals.

When discussing any suicide that has occurred, we will ensure that the information given is age appropriate and:

- is factually correct but does not include detail of the suicidal act itself does not romanticise, glorify or vilify the death
- does not include details of any suicide note
- does not include speculation over the motive for suicide
- takes care with the language used – for example using phrases such as ‘died by suicide’ or ‘ended his / her life’ rather than ‘committed suicide’ or ‘successful suicide’, and saying ‘attempted to end his / her life’ rather than ‘unsuccessful suicide’ or ‘failed attempt at suicide’.

## Following a sudden and unexpected death – homicide

The Childhood Bereavement Network and Winston’s Wish estimate that around one child every day is bereaved of a parent or sibling through murder or manslaughter in Great Britain.

Children may experience profound and lasting shock, enormous anger at what has happened, rage at the person who caused their relative to die, deep fear at the perceived insecurity of the world around them. Sadly, in many cases, the person who caused the death is also known to the child, resulting in great confusion and a double loss, if one parent kills the other and is then imprisoned. In some families, the child may have to move to a new house, school, area – away from familiar and comforting places and routines.

Winston’s Wish recommend taking an honest and consistent age appropriate approach to talking with children about what has happened. It is not possible to shield them from what has happened completely. Winston’s Wish can provide support to families bereaved in this way and further information can be found on their website: <https://www.winstonswish.org/death-through-homicide/>

## Equality and inclusion, values and beliefs

We recognise that there is a range of cultural and religious beliefs, customs and procedures concerning death. It follows that bereaved children and families may have differing expectations.

Some of these may affect matters of school organisation. We will source training and guidance to develop our understanding of the range of beliefs to best support pupils.

We will present a balance of different approaches to death and loss. We will make pupils aware of differing responses to bereavement, and that we need to value and respect each one of these.

- 

## Young asylum seekers and refugees

Many young asylum seekers and refugees have experienced the death of family members or friends, often in traumatic circumstances. This, and further traumatic experiences and losses, can have a devastating effect on their emotional and physical health, behaviour, learning and relationships.

Sudden traumatic death complicates the process of grief and mourning, as usual ways of coping may be overwhelmed. We will consult specialist mental health services where appropriate.

## Support for bereaved staff

We are aware that staff also experience bereavement. When this happens, we will ensure they are provided with support to take care of themselves, and to know where they can go for additional help should they need it.

This could include: their GP; Cruse Bereavement Care <http://www.cruse.org.uk/>; or staff counselling, information and advice.

We will work within our leave of absence policy and if necessary, with the council's occupational health team to ensure staff are provided with appropriate leave and support at a time of bereavement.

Teachers who are dealing with their own bereavement are encouraged to speak with their line manager about any areas of the curriculum which they feel uncomfortable to teach or want support to teach.

## Staff training

We will ensure that regular training is provided to staff to support staff in meeting their roles and responsibilities as identified in this policy. Winston's Wish offers training courses and also a free online training course for school staff.

## Curriculum

Children and young people explore the concept of loss, bereavement, and grief as part of the statutory elements of our PSHE curriculum. It is also addressed through cross-curricular opportunities such as body changes or life cycles, as well as through art, literacy, and religious education.

We also use assemblies to address aspects of death – such as Remembrance Day, Holocaust Memorial Day or commemorative occasions. We also observe national minutes of silence and explain the purpose of this.

When appropriate, we respond to a tragedy or serious incident by discussing this in class having discussed as a staff team the language we will use to respond to the incident.

Teachers are provided with training on how to deliver this sensitive area of the curriculum within a safe, learning environment. We also point parents and carers towards appropriate advice on how to talk to their children about these events when necessary.

We will answer any questions relating to loss or death in a sensitive, age-appropriate, honest and factual way. Children and young people will not be expected to disclose any personal experiences but will be signposted to support if they want it.

We give children opportunities to learn about and discuss cultural and religious issues around death and encourage them to express their own responses and feelings.

## Additional support and links

### National support services and support resources

As part of PSHE and our safeguarding work we will also signpost to appropriate sources of support for pupils and adults in the school community.

Winston's Wish: [www.winstonswish.org](http://www.winstonswish.org) Support information and guidance for bereaved children, young people and for those caring for bereaved families.

Childhood Bereavement Network: <http://www.childhoodbereavementnetwork.org.uk> Find childhood bereavement support in your local area.

Hope Again: <http://hopeagain.org.uk/> A website for young people who have been bereaved.

Papyrus: <https://papyrus-uk.org/> Support and advice for young people struggling with thoughts of suicide, and anyone worried about a young person.

Samaritans: <http://www.samaritans.org/your-community/supporting-schools> A range of guidance and support for schools.

Local support services

<https://www.sheffieldmentalhealth.co.uk/resources/bereavement-support>

<https://www.stlukeshospice.org.uk/>

<https://www.sheffieldyoungcarers.org.uk/support-for-youngpeople/category/Bereavement>

## Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part one and Annex A.

## Neglect

Neglect 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. Neglect may occur during 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 (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

## Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, 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.

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures

- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

### Sexual abuse:

involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a 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 nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used 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.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

## 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 insofar 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 in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

## Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. 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.

Reference: Child Sexual Exploitation. Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE 2017)

## Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

## Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child.
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

## Appendix 2 Responding to children who report abuse.

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

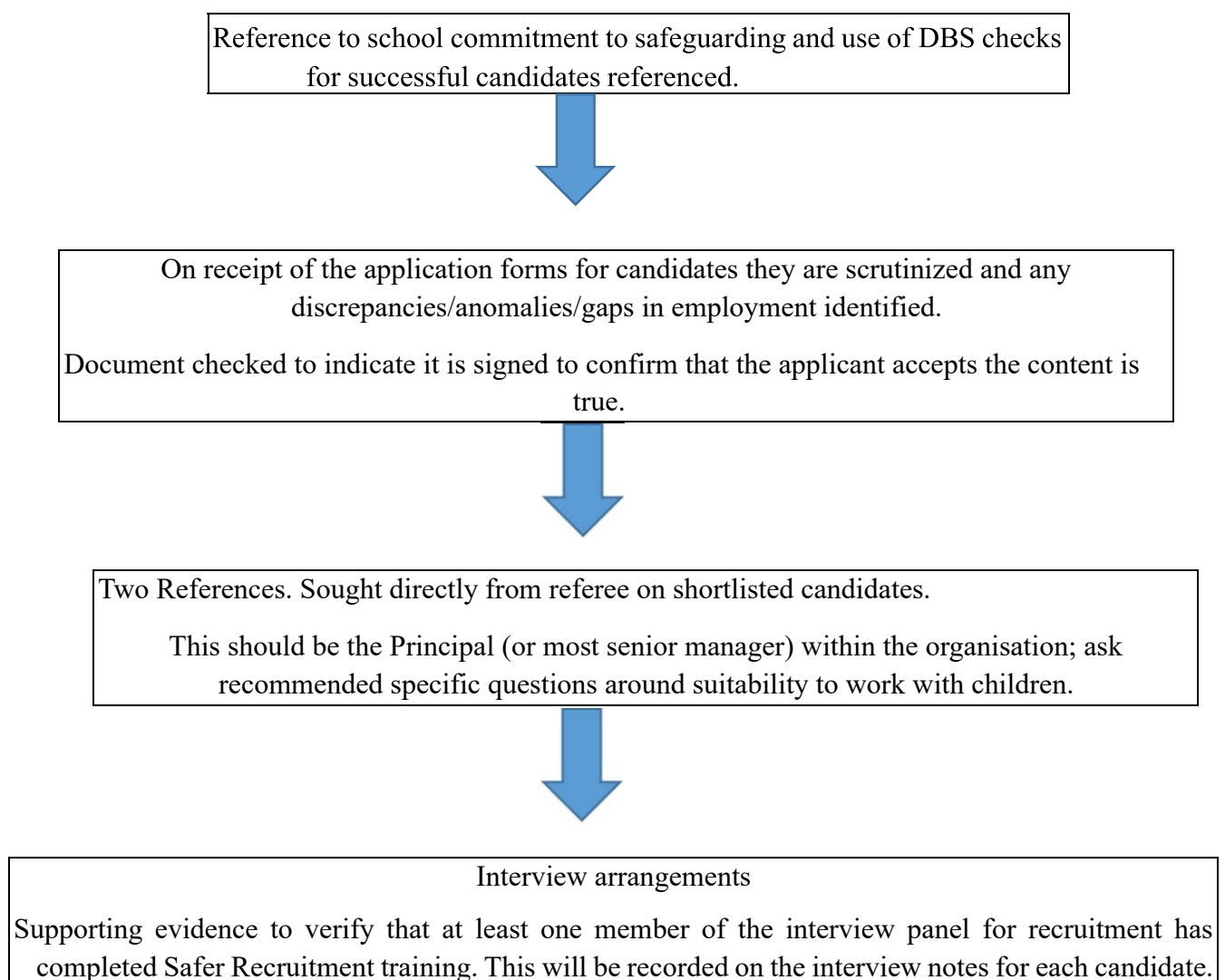
NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

## Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in [Fig 1](#): Summary of in-school procedures to follow where there are concerns about a child.

## Appendix 3: Willow Park Safer Recruitment flow chart

Advert created on Sheffield Job advert documentation.

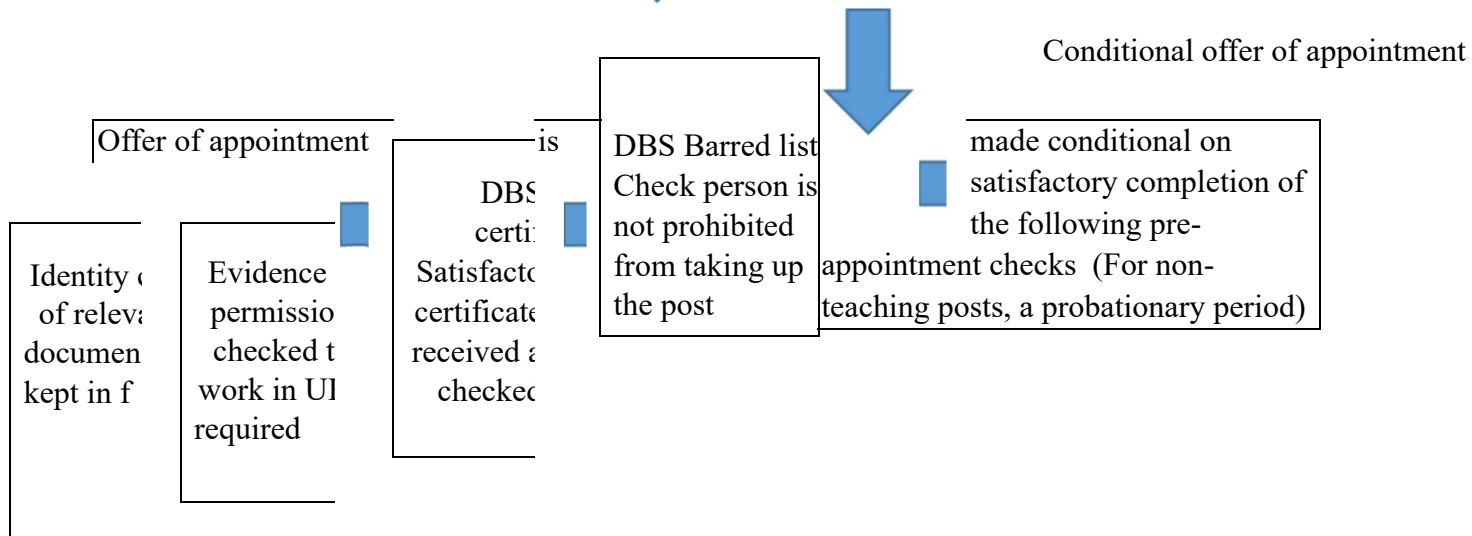




Copy of Interview notes - Explores applicants' suitability for work with children as well as for the post



Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure



i



Childcare (Disqualification) Regulations 2009 Letter

For any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.



**Prohibition**

(for anybody undertaking teaching work in any type of school) the member of staff has not been included in the prohibition list or interim prohibition list provision as defined in the statutory guidance.



**Qualified Teacher Status (QTS)**

The teacher has obtained QTS or is exempt from the requirement to hold QTS.

Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body.

Check that teachers who qualified after 7th May 1999 have completed the necessary NQT induction training year.

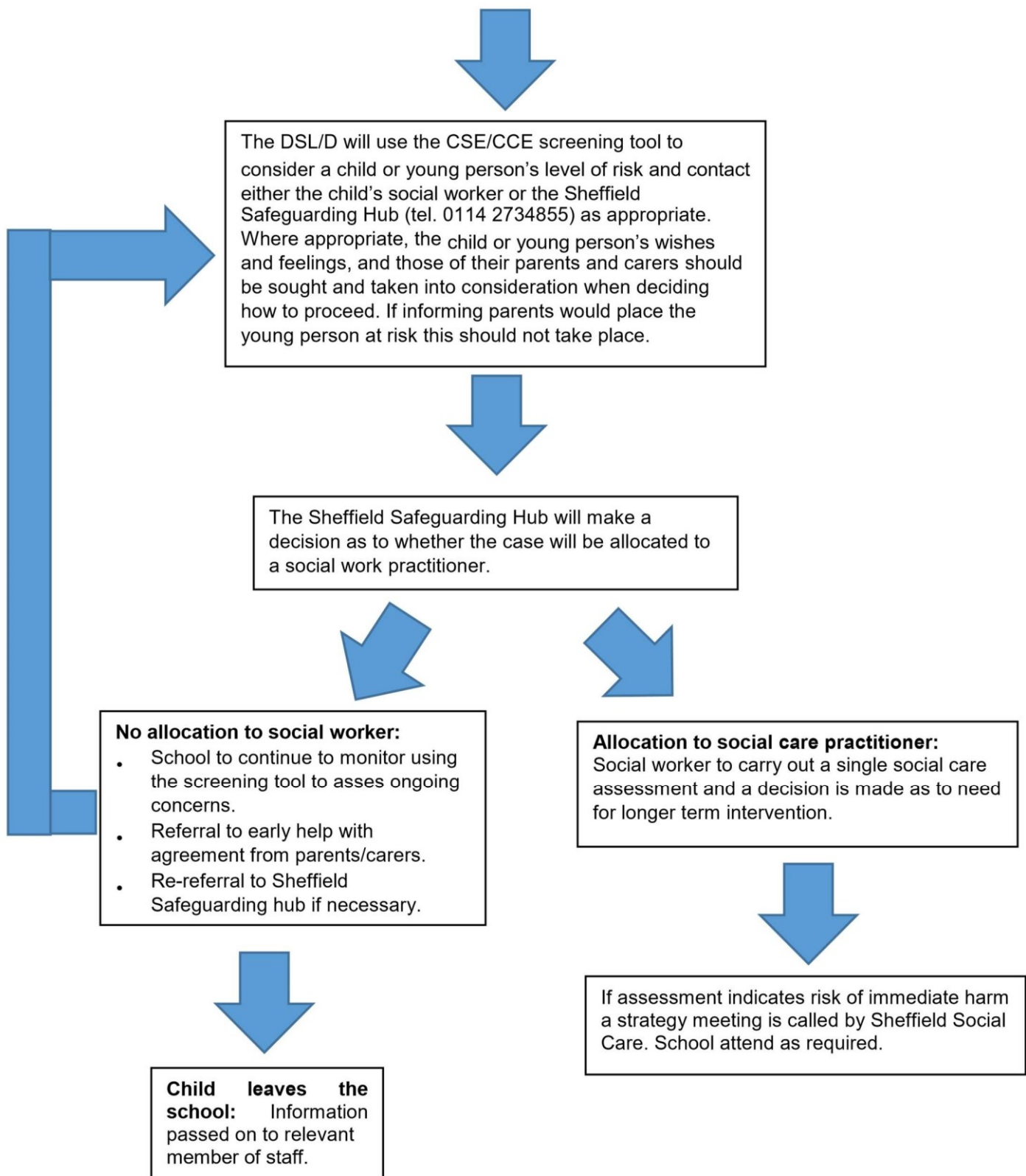
Further information staff will require following successful appointment and checking process.

| Each member of staff must have been given a copy of the following documents, with signed verification of receipt and that they have read and understood them | Copy given | Signed verification |
|--|------------|---------------------|
| Copy of organisation’s safeguarding and child protection policy  |            |                     |
| Copy of the school’s behaviour policy  |            |                     |
| Copy of Guidance for safer working practice (Code of Conduct)  |            |                     |
| Copy of organisation’s whistleblowing procedures   |            |                     |
| Copy of Keeping Children Safe in Education (most updated version) including a copy of Annex A  |            |                     |
| Copy of the school’s ICT Acceptable use policy   |            |                     |

|  |  |  |
|--|--|--|
| Copy of the organisations online safety policy |  |  |
| Child Protection training and induction        |  |  |
| Information of the school's CME processes      |  |  |

## Appendix 4 - Child Exploitation Response Checklist

Responding to identified concerns about Child Sexual Exploitation (CSE) in schools Teacher or other school practitioner is concerned that a child or young person may be at risk of CSE. Direct contact is made with the DSL or Deputy DSL. A CPOMS is completed to record action taken.



## Appendix 5 – Harmful Sexual Behaviour Response Checklist

|   |  |
|---|--|
| <p>Steps to consider: (Brook Sexual Behaviours Traffic Light Tool): (these tools MUST be used alongside assessment of family context &amp; developmental ability)</p> <ol style="list-style-type: none"> <li>1. Communicating concerns to child &amp; parents in calm, clear, non-judgemental, factual way</li> <li>2. Describing behaviour, how people might feel, what is 'appropriate'</li> <li>3. Being clear that the behaviour should not re-occur or escalate</li> </ol>   | <p><b>GREEN Light Behaviour: safe, healthy sexual development:</b></p> <ul style="list-style-type: none"> <li>• Between children of similar age or developmental ability</li> <li>• Reflects curiosity, experimentation, consensual activities and positive choices</li> <li>• 'Normal' but inappropriate in education setting</li> </ul> <p><b>Action:</b></p> <ol style="list-style-type: none"> <li>a) Follow steps 1-7</li> <li>b) Reassure parents &amp; child there is no concern or need for further discipline</li> <li>c) Ask parents to reinforce 'message' at home</li> </ol>             |
| <ol style="list-style-type: none"> <li>4. Preventative rules/boundaries</li> <li>5. If another student was focus:             <ol style="list-style-type: none"> <li>a) reassure them, not their fault</li> <li>b) tell an adult if repeated</li> <li>c) discuss their support needs</li> <li>d) tell them you will inform parents</li> <li>e) consider confidentiality</li> </ol> </li> <li>6. Record/track behaviour, issues, incidents</li> <li>7. Monitor, observe, support child:             <ol style="list-style-type: none"> <li>a) &amp; interactions with others</li> <li>b) Discuss impact of behaviour, feelings, friendship, interests</li> </ol> </li> </ol> | <p><b>AMBER Light Behaviour: not safe healthy development:</b></p> <ul style="list-style-type: none"> <li>• Age or developmental differences</li> <li>• Activity type, frequency, duration or context</li> </ul> <p><b>Action:</b></p> <ol style="list-style-type: none"> <li>a) Inform DSL/D immediately</li> <li>b) Follow Steps 1 to 9</li> <li>c) Meet parents &amp; discuss where behaviour may have come from, that this does not necessarily mean their child has been abused, the school response to the behaviour</li> <li>d) Do not meet with parents until step 8 is completed</li> </ol> |

|  |  |
|--|--|
| <p>c) encourage them to develop an internal motivation to stop</p> <p>d) consider restrictions &amp; rules e.g. secluding child for safety</p> <p>8. Discuss with Designated Safeguarding Lead/Deputy (DSL/D), decide if appropriate who promptly talks to parent</p> <p>9. DSL/D will do/consider:</p> <p>a) FCAF (Family Common Assessment) with parents or carers</p> <p>b) safety plan for setting</p> <p>c) involving agencies including Children's Social Care</p> <p>d) 'team around family' (TAF) meeting to discuss support</p> | <p><b>RED Light Behaviour: outside safe healthy development:</b></p> <ul style="list-style-type: none"> <li>• Is coercive, secret, compulsive, threatening</li> <li>• Requires action from setting &amp; other agencies</li> </ul> <p><b>Action:</b></p> <p>a) Inform DSL/D immediately</p> <p>Follow Steps 1 to 10</p> <p>b)</p> <p>c) Do not meet with parents until step 8 is completed</p> |
| <p>10. If there is a risk of significant harm to the child, young person, or others the DSL/D will refer to Sheffield Safeguarding Hub, tel. 0114 2734855, before any/further discussion with parents</p>  |  |

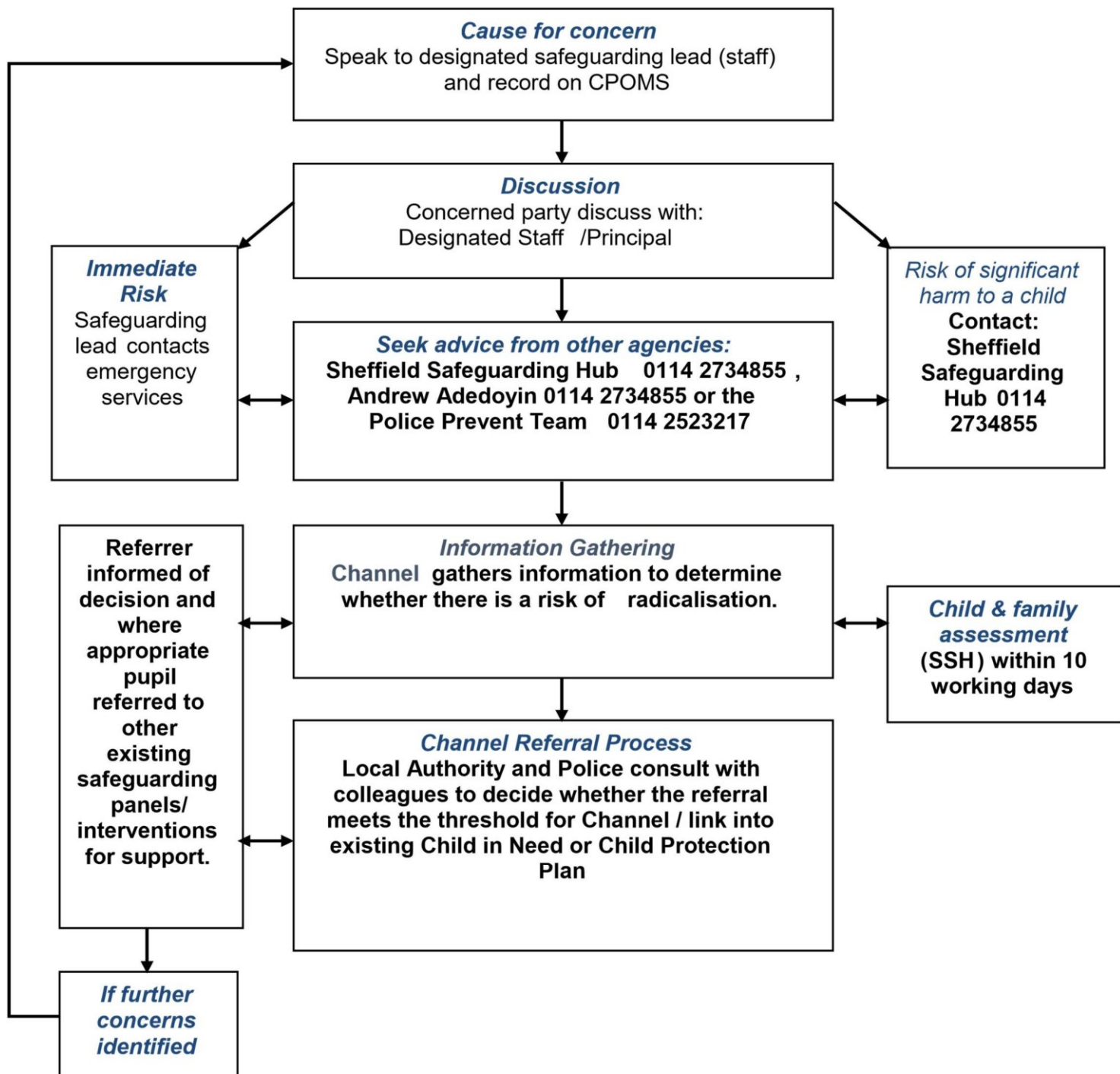
#### Dealing with persistent masturbation:

- Staff should discuss their observations with the DSL/D
  - DSL/D should talk to child's parents/carers, as there may be a medical association e.g. a rash
- Strategies:
- Initially: Describe the behaviour to the child, how people might feel about it, what is 'appropriate'; then consider:
  - Cueing: agree a simple word or visual cue that you can say or show when the child is masturbating
  - Redirection: note when the behaviour occurs (reaction to stress?), provide an alternative activity or distraction

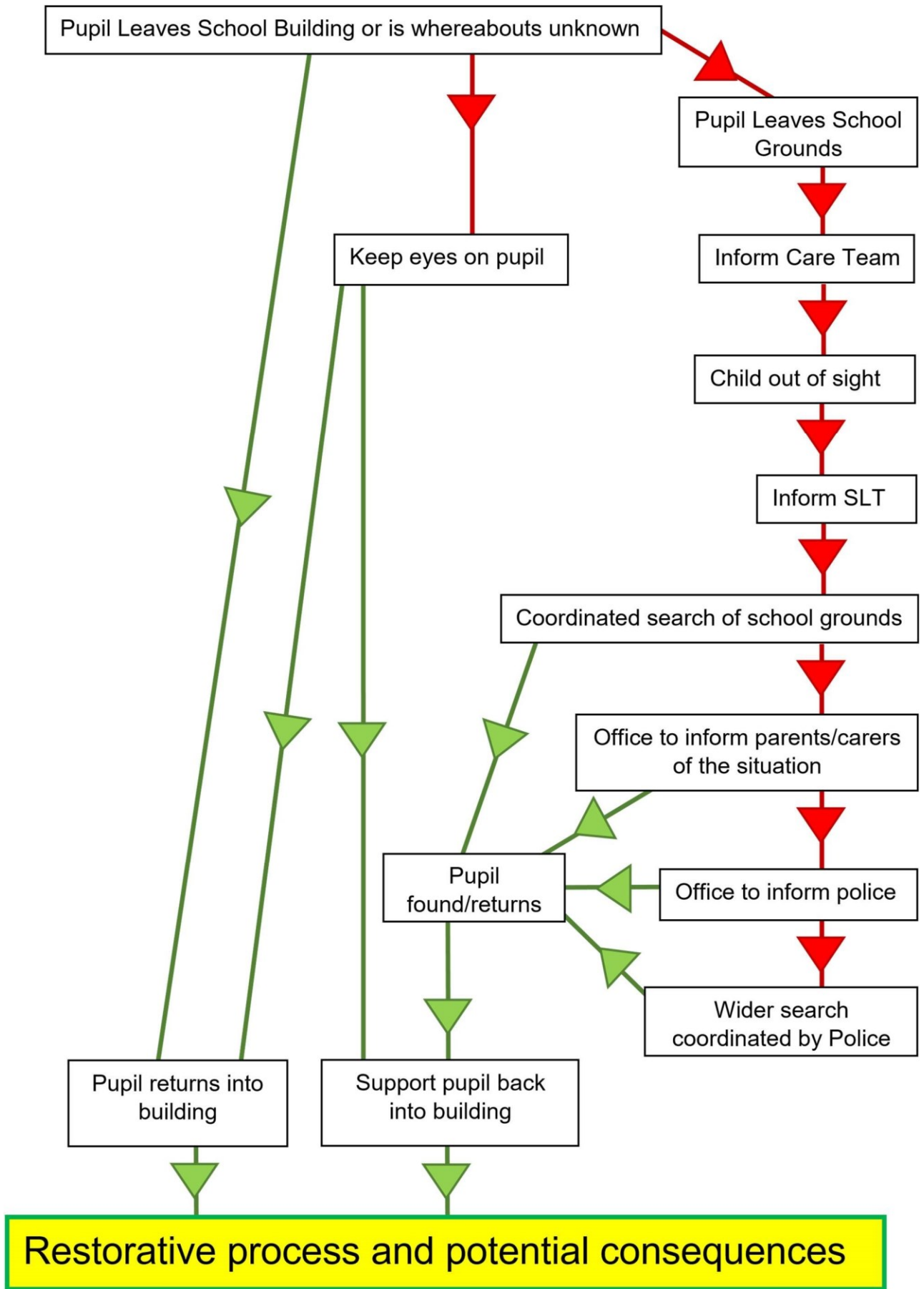
- Positive reinforcement: a chart or visual cue when child is behaving appropriately, e.g. star chart or ‘thumbs up’

## Appendix 6 - Radicalisation Response Checklist

Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



Appendix 7 - Missing from School Response (from Behaviour Policy)



## Appendix 8 – LADO Referral Form

STRICTLY CONFIDENTIAL

Quality Assurance and Involvement Service

Allegation against employee / LADO referral form / Minutes form

Date of referral:

Date of incident: (if not within 1 working day please give a reason)

Details of any previous meetings held: (n/a if this is the first meeting)

|            |
|------------|
| Date:      |
| Attendees: |

Outcome of actions agreed at last meeting: (n/a if this is the first meeting)

|  |
|--|
| Details of person making referral:<br>Name:<br>Agency:<br>Role:<br>Telephone number:<br>Email address: |
|--|

The incident / Concern:

Adult's details:

|   |
|---|
| Name:<br>DOB:<br>Address:<br><br>Employer:<br>Role:<br>Date employed in role:<br>Any additional employment/voluntary roles known to referrer: |
|---|

Does the Adult have children of their own? If yes:

|               |
|---------------|
| Name:<br>DOB: |
|---------------|

Address:  
Social Worker details (if applicable) :  
Duplicate as required.

About the Child/ren involved:

Child/ren's details:

Child's Name:  
DOB:  
Address:  
Liquid Logic number (if known):  
Social Worker details (if applicable) :  
Independent Reviewing Officer details (if the child is Looked After) : Duplicate as required.

Parent/Guardian:  
Name and relationship:  
DOB:  
Address:  
Liquid Logic number (if known): Duplicate as required.

Sibling's details (if applicable):

Child's Name: DOB:  
Address:  
Liquid Logic number (if known):  
Social Worker details (if applicable) :  
Independent Reviewing Officer details (if the child is Looked After) : Duplicate as required.

About the Incident /Concern:

Details of the allegation / concern and the actions taken by the referring Agency so far:

Any concern about a professional should be referred within 1 working day.

Please complete the form and return by secure email to:

[LADO@sheffield.gov.uk](mailto:LADO@sheffield.gov.uk)

Please see the website <https://www.safeguardingsheffieldchildren.org/sscb> giving instructions on how to securely email your referral form.

Sections below to be completed by the QAIS

Details of the Meeting: Date

/ Time / Venue:

|  |
|--|
|  |
|--|

Attendance list:

|   |
|---|
| Local Authority Designated Officer, Quality Assurance and Involvement Service (Chair) |
|---|

|  |
|--|
| <a href="mailto:LADO@sheffield.gov.uk">LADO@sheffield.gov.uk</a> |
|--|

|  |
|--|
| Senior Business Support Officer, Quality Assurance and Involvement Service (Minutes) |
|--|

|  |
|--|
| <a href="mailto:LADO@sheffield.gov.uk">LADO@sheffield.gov.uk</a> |
|--|

Non-Attendance (Apologies\*):

|  |
|--|
|  |
|--|

Further details:

Current situation, additional information and history:

|  |
|--|
|  |
|--|

Decisions and Responsible Person/Agency:

|     |
|-----|
| -   |
| - - |

Date set for next meeting: (n/a if no further meeting is required)

|       |
|-------|
| Date: |
|-------|

|           |
|-----------|
| Location: |
|-----------|

|            |
|------------|
| Attendees: |
|------------|

## Appendix 9 – Low Level Concern Form

| Low Level Concern Form   |             |      |
|--|-------------|------|
| <p>Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult may have acted in a way that:</p> <ul style="list-style-type: none"><li>• is inconsistent with Willow Park School staff code of conduct, including inappropriate conduct outside of work, and</li><li>• does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO.</li></ul> <p>You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).</p> <p>The record should be signed, timed and dated and returned to the Head of school</p> |             |      |
| Details of Concern   |             |      |
| Name of staff member   | Team & Role |      |
| Date   | Signed      | Name |

Appendix 10 - Self-Disclosure Register

| Self – Disclosure Register |              |                 |      |                    |
|----------------------------|--------------|-----------------|------|--------------------|
| Member of Staff            | Parent/Pupil | Type of contact | Date | Action if required |
|                            |              |                 |      |                    |
|                            |              |                 |      |                    |
|                            |              |                 |      |                    |
|                            |              |                 |      |                    |
|                            |              |                 |      |                    |