

Halfway Nursery Infant School



Safeguarding Policy

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Signed (Headteacher)	D. Shepherd
Signed (Chair of Governors)	
Minute Number	

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Part 1 – Introduction

The policy reflects current legislation, accepted best practice and complies with the government guidance: **Working Together to Safeguard Children 2018** and **Keeping Children Safe in Education 2023**.

Purpose of the policy

Keeping children safe in education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

At Halfway Nursery Infant School we believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We also believe that child protection and safeguarding incidents could happen anywhere and all staff should be alert to possible concerns being raised in this school.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

The aims of our policy

This policy applies to all staff, governors and volunteers working in our school. The policy has five main elements:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of physical or psychological mistreatment.
- Supporting pupils who have been abused in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We will therefore, establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to by all members of staff. Children recognise that there are adults in our school who they can approach if they are worried about anything. We will include opportunities throughout the curriculum to developing children's understanding, awareness and resilience to allow children to develop the skills they need to stay safe from abuse (including online safety).

All staff and Governors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues, including online safety, through relationships, social and health education (RSHE) and assemblies.

Action to be taken by the school

All staff and Governors will be aware of any changes to current and most recent legislations and comply with government guidance.

All staff will follow the child protection procedures set out by the Sheffield Safeguarding Children Board (SSCB) and available at www.safeguardingsheffieldchildren.org/scsp and will take account of the latest guidance issued by the Department for Education - currently Keeping Children Safe in Education September 2023 to:

- Ensure that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils; and that they do so having regard to the contents of the statutory guidance *Keeping Children Safe in Education* (2023). We will work together with other agencies to ensure adequate arrangements within our school to identify assess and support those children who are suffering harm.
- Ensure we have a Designated Safeguarding Lead (DSL), this is the Head Teacher Mrs Debbie Shepherd and a Designated Safeguarding Deputy Leads (DSD) who are Miss Rebecca Hughes (Deputy Head Teacher) and Mrs Jo Lomas (SENCO) (*see Safeguarding front sheet available in staff induction pack, main entrance, nursery reception and on the school's web-site*).
- The Designated Safeguarding Lead and deputies have completed Advanced Safeguarding training and will have refresher training every year.
- Ensure we have nominated governors (Leanne Moore and Catherine Taylor-Best) taking a lead role for child protection and safeguarding, including:
 - Championing child protection issues within the school and liaising with the head teacher
 - Having an overview of the Child Protection and all related policies
 - Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and Deputies and the Headteacher and reporting back to the full governing body
 - Safeguarding is a standing item on all governing body meeting agendas
- Ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead and Deputy responsible for child protection and safeguarding and their role (*see Safeguarding front sheet available in staff induction pack, main entrance, nursery reception and school's website*).
- Ensure all staff and volunteers understand their responsibilities for being alert to the signs of abuse or neglect as well as lower level child welfare concerns and their responsibility for recording any and referring any concerns to the Designated Safeguarding Lead responsible for child protection and safeguarding by:
 - Providing new staff with a safeguarding and child protection induction including provision of the child protection policy and Code of Conduct for Safer Working Practice
 - Providing all staff with a copy of the latest *'Keeping Children Safe in Education: information for all school staff'*, with signed evidence stating 'it has been read and understood'.
 - Ensure staff receive regular safeguarding updates and training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring).
 - Ensure all staff and volunteers across the school receive child protection training every three years. Please see the file in Main Office for dates and attendance at the most recent training.

- The school will notify the appropriate Children’s Social Care Team if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Ensure that any allegations against members of staff with a potential child protection aspect are dealt with following local procedures – all such concerns to be dealt with urgently, with concerns about staff to be reported to the Head, but concerns about the Head reported to the Chair of Governors. For information about staff conduct please see the Staff Code of Conduct Policy.
- Ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out
- Ensure that other school policies which have a safeguarding element (e.g health and safety; anti-bullying; e-safety; behaviour) are all consistent with this policy and with each other and where appropriate make cross-reference to this policy
- The Governing Body will carry out an annual child protection and safeguarding audit, which is returned to the Sheffield Children Safeguarding Partnership.
- Ensure that parents receive information from the school about the responsibility placed on the school and staff for child protection by publishing the school’s Safeguarding Policy on our website.

The DSL has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding 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, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns, or have in place alternative arrangements with the deputy DSLs.
- Refer cases:
 - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs’ Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the safeguarding team to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.

- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the safeguarding team and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker.
 - Understanding the academic progress and attainment of these pupils.
 - Maintaining a culture of high aspirations for these pupils.
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
- Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Part 2 – Safeguarding processes and procedures

Procedures for Reporting

All staff have a duty of care and responsibility for responding to concerns, allegations or disclosures. All staff are aware of procedures for reporting concerns and disclosures to designated safeguarding staff.

Staff:

- Will speak with children regarding concern for the well-being of a child or direct disclosure and will listen to them intently. Staff will not refer the child to another adult or ask them to come back at a different time. Children have chosen the time and adult for support, deferring this disclosure may result in the disclosure being neglected or retracted.
- Will not lead or question the discussion or disclosure in any way.
- Will record all information on CPOMS at the time or immediately after the discussion of disclosure or witness of incident; recording the date, time, place and context of disclosure or concern, with facts and not assumption or interpretation.
- On observing bruising or an injury, staff will complete a body map along with the CPOMS electronic form, detailing as much information as possible, e.g. “right arm above elbow.” Staff will not take photographs.
- Staff will note the non-verbal behaviour and the key words in the language used by the pupil and will not translate into “proper terms”.
- It is important to keep any original notes and pass them on to one of the designated leads who will scan and attach to the original CPOMS log.
- All information will be logged using CPOMS.

Safer Recruitment

Halfway Nursery Infant School ensures we operate Safer Recruitment procedures by making sure that at least one person on every recruitment panel has completed Safer Recruitment Training (see the Recruitment and Selection Policy). This person will normally be the Designated Safeguarding Lead and in addition at least one member of the governing body will also complete Safer Recruitment Training to be renewed every five years. Currently Mrs Debbie Shepherd (Head teacher), Leanne Moore and Catherine Taylor-Best (governors) have completed Safer Recruitment Training.

In line with the updates in Keeping children Safe in Education (2023), school will now inform shortlisted candidates that online searches may be carried out as part of due diligence checks.

Children absent from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures.

The school will put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.

The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The school will follow the DfE's [guidance](#) on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

Children Missing in Education

Halfway Nursery Infant School understands a child or young person is considered to be missing from education if they are of compulsory school age (5-16) and:

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

The staff also understand some circumstances can leave children and young people at more risk of not receiving education, including:

- Young people involved in crime
- Living in a women's refuge or fleeing domestic abuse
- Being part of a homeless family
- Young runaways
- Children and young people who are asylum seekers or whose family are refugees
- Children and young people in new immigrant families, who may not have a fixed address
- Teenage mothers
- Children and young people who are permanently excluded from school

Not attending school will potentially increase a pupil's exposure to crime, substance misuse, pregnancy and mental health problems. A child going missing from education is a potential indicator of abuse or neglect.

The staff are aware that 'Children Missing from Education', Ofsted September 2016, recommends that all schools (including academies and the independent sector) should ensure that they:

- Keep travellers on role at their 'base school' (The Education (Pupil Registration) (England) Regulations 2006)
- Follow agreed procedures for exclusions
- Maintain consistent communication with the Local Authority about pupil absence, exclusion and taking pupils off role
- Have safeguarding policies and processes that give due weight to children and young people missing from education and their potential vulnerability
- Are aware that advising students to stay at home without an official exclusion is unlawful and places the pupil at risk.

The Health and Safety Policy

The school has a health and safety policy, which is monitored regularly by the school. The Headteacher and the Governors oversee the policy. Any concerns from staff are reported to any of the above who carries

out an initial examination, assessing what remedial action needs to take place. Each term there is a fire drill that practices efficient evacuation from the buildings.

First Aid

In school there are trained members of staff who volunteer to oversee First Aid and are the school's designated First Aiders. All staff, including mid-day supervisors, have basic First Aid training, which is updated every 3 years.

There are a number of first aid kits in school. When a child is poorly, or has suffered an accident in school or on the playground, there is a protocol for staff to follow:

- A trained first aider is consulted.
- The incident is logged on MediTracker.
- For head injuries a bump note is issued, via MediTracker.
- If there is any doubt at all a parent is contacted immediately.

School policy is that members of staff will only give medicines when the parent has completed and signed the appropriate form requesting that staff administer the medicine; the decision to meet the request is at the discretion of the Headteacher.

There is a medical needs document in school detailing any pupils within each class that have specific medical needs, including allergies.

Site Security

The site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- External gates will be locked during the school day.
- All exit doors should be closed to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the reception, where they will be given a visitor's badge.
- Children will only be allowed home with adults with parental responsibility or confirmed permission. (Children have passwords in order to ensure unknown adults to school are able to collect children, when permission has been given).
- Children should never be allowed to leave school alone during school hours.

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone or email. If there is no notification, school has a policy of phoning home to ascertain each child's whereabouts. The school works closely with the Local Authority's Inclusion and Attendance officer whenever a child's attendance or punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government and to all parents termly. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality. The school celebrates good attendance weekly through attendance rewards for the best attending class.

Appointments of staff and induction of newly appointed staff and work placements

All staff that are appointed to work in school have a criminal records search called a DBS check. This search highlights people who have a criminal record or if previous allegations have been made against them. A record (Single Central Record) of all members of the school community who have DBS checks is kept in the school office and is maintained by the School Office manager. The LA is informed directly by the Criminal Records bureau. The Head teacher or Deputy Head teacher sits on all appointment panels where the

candidates are external applicants. The Head teacher has undertaken safer recruitment training. New staff and volunteers are inducted into safeguarding practices as part of their induction process.

Induction of volunteers

Volunteers must also have Disclosure and Barring Service clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school may telephone for a "99" check. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building, a full DBS check will be conducted. The office performs this. Visitor who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Child Protection Policy

The designated adults for Child Protection are Mrs Debbie Shepherd, Miss Rebecca Hughes and Mrs Jo Lomas and the designated governors are Leanne Moore and Cat Taylor-Best. It is the Governing Body's duty to ensure the Child Protection policy is reviewed annually and any deficiencies within the policy addressed immediately. All staff have had appropriate child protection training, which is updated at least every 3 years. The school follows DFE guideline for the 'Use of reasonable Force in Schools 2012' which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment. All allegations of abuse by or complaints of a teacher will be dealt with following the Local Safeguarding Board procedures. For any complaints about the Headteacher the chair of Governors should be contacted directly.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in Relationships, Social and health Education (RSHE) discusses relevant issues with the children. Topics include such themes as drugs, healthy relationships and stranger danger. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses the visits as to the level of risk by creating a risk assessment which is passed on to the Head teacher for authorisation.

Internet safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay. Further clarification in regard to the school's online safety provision is provided in the school Online Safety policy. As Child Protection Officer, the Headteacher has overall responsibility for internet safety. The school's online safety coordinator is Mrs Jo Lomas who is also trained in advanced safeguarding.

Online safety and personal electronic devices

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.

- The procedure to follow when they have a concern regarding a pupil's online activity.
- The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the [filtering and monitoring standards](#) published by the DfE.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use.

The school will also make it clear to parents what their children are being asked to do online for school.

Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Online Safety Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the safeguarding team to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Behaviour Policy (see Behaviour Policy for more detail)

Good behaviour is essential in any community and at Halfway Nursery Infant School we have high expectations for this. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children. The school has a set of golden rules that guide the expectations for behaviour at all times. These are on display prominently throughout the school. There are numerous rewards available to children:

- Stickers to fill badges
- Showing another teacher good work
- Learner of the week awards

- Star of the day awards
- In class rewards

Sanctions range from:

- A verbal warning
- Red or yellow card cards which may result in loss of playtime and/or lunchtime play
- A phone call home
- Exclusion

Anti-Bullying Policy

Bullying can be described as being ‘a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child’s life, or a series of such incidents.’ The school’s response to this is unequivocal. Adults must be informed immediately and action will take place including recording the incident on CPOMs. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated. There is a more detailed Anti-bullying Policy which outlines the school’s position on this.

Equality for all

At Halfway Nursery Infant School we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty

This means we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Race Equality

We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. The school’s response to any forms of racism is unequivocal. Adults must be informed immediately and action will take place including recording the incident on CPOMS under the ‘racist incident’ category.

Racism is tackled in both the RE and in the RSHE curriculum. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors work with the children also. All racist incidents are reported to the Governing Body on an annual basis.

Children with special educational needs and disabilities

Staff in school are aware that children with special educational needs and disabilities can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children. Staff are aware that assumptions cannot be made that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.

Staff realise the potential for children with SEN and disabilities can be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Staff realise that children from within these groups can have communication barriers and they may find difficulty in overcoming these barriers in order to make a disclosure. Staff will raise any concerns with the safeguarding team who will in turn seek advice from the school SENCO about specific behaviours and refer on if deemed necessary.

Prevent Duties

Halfway Nursery Infant School will ensure that staff, governors and volunteers adhere to the responsibilities set out in the Prevent Guidance 2015, which aims to prevent radicalisation of children. The Headteacher and Chair of Governors will:

- establish or use existing mechanisms for understanding the risk of extremism;
- ensure staff understand the risks, and build capabilities to deal with issues arising; communicate the importance of the Prevent Duty;
- ensure staff implement the requirements of the Prevent Duty.

Halfway Nursery Infant School will seek to work in partnership with other agencies e.g. local Police, undertaking risk assessments where appropriate and proportionate, building our children's resilience to radicalisation. The school will also seek to access 'Channel Training' for children, where this is age appropriate.

Use of the school premises for non-school activities

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's [guidance](#) on keeping children safe in out-of-school settings in these circumstances.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary. All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Part 3 – Recognising signs of abuse

Children who may require early help

All Staff (Governors and Volunteers) working within Halfway Nursery Infant School should be alert to the potential need for early help for children, following the procedures identified for initiating early help using the local and current Sheffield Safeguarding Partnership Threshold. Children who are most at risk are those who:

- Are disabled and have specific additional needs.
- Have special educational needs.
- Are a young carer.
- Are privately fostered.
- Have returned home to their family from care.
- Are showing signs of engaging in anti-social or criminal behaviour.
- Are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, and domestic violence.
- Are showing early signs of abuse and/or neglect.
- Are showing signs of displaying behaviour or views that are considered to be extreme.
- Are misusing drugs or alcohol themselves.
- Are not attending school or are at risk of exclusion from school.
- Frequently go missing/goes missing from care or from home.
- Are at risk of modern slavery, trafficking, exploitation, radicalised.

Halfway Nursery Infant School should work with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. DSLs and their deputies need to familiarise themselves with local thresholds as published by other Safeguarding partners. This includes the process for the local early help assessment and the type and level of early help services to be provided, and the DSLs (and their deputies) will need to familiarise themselves with this document. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

Child Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

In relation to children, safeguarding and promoting their welfare is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

There are four types of child abuse as defined in 'Keeping Children Safe in Education':

Physical Abuse is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual Abuse is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware of the indicators of abuse and neglect, and that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSL(s), need to be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

Bullying and forms of bullying on- and off-line including prejudice based and cyber bullying is also abusive and will include at least one or more, of the defined categories of abuse above. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the

front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.
- Changes in behaviour that can also indicate physical abuse:
- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children. Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so

because they want it to stop. It is important, therefore, that they are listened to and taken seriously. The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children. Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing. The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

Sexual violence, sexual abuse and sexual harassment

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school.

For the purposes of this policy, "consent" is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be

withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. Such behaviour would constitute to harmful sexual behaviour (HSB). The age of consent is 16.

Sexual violence refers to the following offences as defined under the Sexual Offences Act 2003:

Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.

Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.

Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

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

For the purposes of this policy, 'upskirting' refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting. Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

For the purposes of this policy, the "consensual and non-consensual sharing of nude and semi-nude images and/or videos", colloquially known as "sexting", is defined as the sharing between pupils of sexually explicit

content, including indecent imagery. For the purposes of this policy, “indecent imagery” is defined as an image which meets one or more of the following criteria:

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

Part 4 – Specific safeguarding issues

Radicalisation

Halfway Nursery Infant School understands that protecting children from the risk of radicalisation is part of school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff will always use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

4. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

5. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- Pressure from peers & others or the internet
- Crime against them or involvement in crime
- Anti-social behaviour and bullying
- Family tensions
- Race or hate crime
- Lack of self-esteem or identity
- Personal or political grievances

6. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. More critical risk factors could include:

- being in contact with extremist recruiters accessing violent extremist websites, especially those with a social networking element; possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and significant changes to appearance and / or behaviour;
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Female Genital Mutilation (FGM)

Halfway Nursery Infant School recognises and understands that there is now a mandatory duty for all teachers to report to the Police where they believe an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action. All suspected or actual cases of FGM are safeguarding concerns, and appropriate safeguarding procedures must be followed. If members of staff are concerned about a pupil, they must report their concerns to the Safeguarding Designated Lead in the School.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group Reluctance to take part in physical activity

Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL/DSD and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.

- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

Child Sexual Exploitation (CSE)

Halfway Nursery Infant School is aware of relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Vulnerabilities:

ALL children and young people, including those from supportive families can be vulnerable to sexual exploitation. However, some children and young people are known to be at greater risk. For example, those that:

- Have a chaotic home/family life
- Have a history of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Have experienced loss/bereavement
- Are associated with gangs through relatives/peers, or are living in a gang neighbourhood
- Have friendships with children/young people who are being sexually exploited
- Have learning difficulties
- Live in residential care, or hostel/bed & breakfast accommodation
- Have low self-esteem/confidence
- Are Young Carers (i.e. have caring responsibilities for parents/family members with mental or physical health problems, or who are misusing substances)

Warning signs:

Children and young people who are being sexually exploited may be:

- Going missing from home or care
- Absent from school
- Increasing their use of social media, dating sites, image sharing apps etc.
- Involved in risky online relationships including new contacts with people out of city
- Sharing inappropriate/indecent online images with peers, or with people only met online
- Becoming isolated/estranged from family and friends
- Meeting people befriended online
- Involved in offending behaviour
- Misusing drugs/alcohol
- Experiencing sexual cyber-bullying
- Changing their physical appearance

- Experiencing repeated sexually transmitted infections, pregnancy and terminations
- In poor mental health and/or self-harming, having thoughts of, or attempting, suicide
- Receiving money & gifts from unknown sources

Risk assessment and consent:

“In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;
- non-consensual sex is rape whatever the age of the victim; and
- if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.
- **Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.”**

Halfway Nursery Infant School will ensure:

- They identify, and make known to all staff and pupils, a designated lead person for Radicalisation, FGM & CSE who is fully trained and updated regularly
- the designated lead person for Radicalisation, FGM & CSE and the Designated Safeguarding Lead (DSL) (if they are different people) work closely together and all staff are made aware of and understand Radicalisation, FGM & CSE indicators and referral pathways
- pupils are taught about Radicalisation and CSE (where appropriate and in an age-appropriate manner) and how to protect themselves and each other
- pupils are taught about healthy (including sexual) relationships, peer pressure, bullying, e-safety, gang activity etc. and how these topics can relate to Radicalisation and CSE.
- all pupils know who to go to for help and support, and to report Radicalisation and CSE concerns to, both within and without school
- relevant staff work in partnership with other agencies
- procedures are in place to continually gather, record and share Radicalisation, FGM and CSE information with the Sheffield Safeguarding Board and Sexual Exploitation Service as soon as practicable, including ongoing data on pupils running away or going missing episodes
- they consider effective ways of raising awareness of Radicalisation, FGM and CSE with mothers/fathers/carers

Child Criminal Exploitation

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated

as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

Peer Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing
- physical harm

- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.
- Upskirting

This abuse can:

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

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

Children with Special Educational Needs and Peer Abuse

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities particularly when investigating any form of peer on peer abuse.

Child on Child abuse (from KCSiE paragraph 32 - 35)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online.

It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or

“boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are clear as to the school’s policy and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Child on Child Sexual Violence and Sexual Harassment (from KCSiE paragraph 447 - 459)

What do we mean by sexual violence and sexual harassment between children?

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. (KCSiE part 448)

All staff working with children are advised to maintain an attitude of ‘it could happen here’. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem

by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence).

It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.

Online sexual harassment

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges)
- taking and sharing nude photographs of U18s is a criminal offence;
- sharing of unwanted explicit content;
- upskirting (is a criminal offence);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

It is important that we consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Sexting

Halfway Nursery Infant School staff are aware that 'sexting' is becoming more and more of a concern amongst children and young people. The sending or posing for sexually suggestive images including nude or semi-nude photographs/videos via mobile phones or over the internet of children under the age of 18 is illegal. Any member of staff becoming aware of such activity will refer the matter directly to the Designated Safeguarding Officer.

Further information /guidance can be found in the 'Sexting in Schools and Colleges' document. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.24_39_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Our role in prevention

Schools and colleges can play an important role in preventative education. Keeping children safe in education sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online. We consider this as part of providing a broad and balanced curriculum.

We have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by our behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole school RSHE curriculum which has been developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and tackles such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- stereotyping;
- equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment. In investigating incidents where child on child sexual violence and sexual harassment is suspected, we will follow DFE guidance and will request support from Sheffield Children Safeguarding Partnership.

Domestic Abuse

The Home Office definition of domestic abuse is: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality". This definition includes 'honour' based violence, female genital mutilation (FGM) and forced marriage

Domestic abuse can take place in an intimate or family relationship; its victims do not have to live together, are not confined to one gender or ethnic group and include children and young people living in fear of such behaviour.

Domestic abuse is a primary risk of safeguarding issues for children and young people, especially if it is combined with substance misuse and/or mental health problems.

Indicators of domestic abuse:

- Suspicious injury
- Disguising an injury through clothing & make-up
- Someone present & answering for the person
- Depression, alcohol and drug abuse
- Self harm, anxiety and self-neglect
- Regular non-attendance for appointments
- Restricted access to money, work, education and a social life
- Children with behavioural difficulties, being withdrawn or sleep problems
- Direct disclosure.

How children experience domestic abuse:

- Actual or threatened physical harm
- Being injured while trying to intervene

- Witnessing or overhearing the abuse of others
- Being threatened to remain silent
- Seeing ill treatment of pets
- Seeing damage in the home, toys, belongings
- Abuse during contact sessions or handover
- Being encouraged to take part in the abuse
- Being abusive in intimate relationships
- Lost or reduced contact with parent, family and/or friends
- Spending time with peers engaged in risky behaviour to avoid home
- Increased involvement in substance misuse or anti-social behaviour
- In the case of homicide, the loss of the non-abusing parent.

If a child or young person is experiencing known or suspected domestic abuse, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately and record your concerns on CPOMS. The Designated Safeguarding Lead or Deputy will consider how the needs of the child and young person's needs can be addressed.

Supporting Pupils at Risk

At Halfway Nursery Infant School, we recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Pastoral support with interventions, which may include: bespoke behaviour plans, learning support, nurture group or therapy activities etc.
- Liaison with other agencies supporting the pupil such as Social Care, Child and Adolescent Mental Health Service (CAMHS), education welfare service and educational psychology service, and where appropriate initiate and/or contribute to a FCAF and Team Around the Child (TAC) meetings.
- Ensuring that, where a pupil leaves the school, any child protection records are promptly transferred to the new school and the child's social worker is informed if allocated.

This policy should be read in conjunction with other related policies in school. These include - Recruitment and Selection - Behaviour Management Policy – Anti-Bullying - Special Education Needs - Health and Safety

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

The Multi-Agency Assessment and Referral Form (Early Help part 1 form)

The Early Help Part 1 form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Children & Young People's Directorate, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child. In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. The Early Help Assessment Part 1 form has been produced to give brief whole family details and updates on work already undertaken with a family. This form replaces the Request for Support form (for MAST) and should be used to access the Early Help Gateway meetings. When completing an Early Help Part 1 referral form, the Thresholds of Need Guidance must be followed.

Completed Early Help Assessment Part 1 forms should be sent to the local MAST office, either by post or by secure SFX email. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm. Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the Child Protection Designated Person. This referral will be by telephone to the relevant team of social services. The multi-agency form should then be forwarded by the designated person to social services.

Procedures to follow when the Child Protection Designated Safeguarding Lead is notified of the concern about the welfare or safety of a child:

- Ring the relevant Social Care Area Office to make a referral where appropriate
- IN THE ABSENCE OF CPLO OFFICER OR DEPUTY CONTACT THE SAFEGUARDING CHILDREN ADVISORY SERVICES ON TEL: 0114- 2053535 Monday to Friday 9-5pm

Procedures to follow if an allegation is made against a member of staff:

- Allegations must be reported immediately to the DSL /Headteacher
- If the allegation is against the Headteacher it must be reported immediately to the Chair of Governors
- Must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to be so by the Headteacher
- Must be investigated under the procedures called "Allegations Against Staff, Carers and Volunteers – October 2006" All allegations are discussed immediately with the Safeguarding Sheffield Children Advisory Service (tel 0114-2053535) who act on behalf of the Local Authority Designated Officer. The best course of action will be decided to investigate the allegation and decide which other parties to involve where appropriate eg police, HR.

Part 5 - Creating a safe environment

Photographing and videoing

All parents are asked to sign a form when their children start school indicating their level of permission to use photographs or pieces of film for publicity / or on the school website. Whenever photographs are taken of children the school will ensure that no images of children are allowed outside of the permission parameters provided by parents.

Parents may photograph their children / video school events such as the Christmas performances with the Headteacher's permission and on the understanding that the photos/videos are for their own personal use. Strict guidelines for staff are available via the school's Media Policy

Whistleblowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school has a current Whistleblowing Policy. The policy can be located in the school office and the school's website.

Further information about Safeguarding may be found on Sheffield's Safetynet website:

www.safeguardingsheffield.org.uk

Written records of child welfare and child protection concerns about children:

Halfway Nursery Infant School will:

- Keep clear written records of all child welfare and child protection concerns using a standard recording form (with a body map where injuries need to be noted), including actions taken and outcomes as appropriate
- Ensure all child welfare and child protection records are kept securely, and in locked locations in the Headteacher's office – digital records should be logged and stored on CPOMS.
- Ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this school.
- Ensure that all child protection records are kept confidentially and securely, until the child's 25th birthday

Confidentiality

- Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- Staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information on to those who need to know and can help.
- Information should only be shared with those who need to know and child protection records should be kept securely locked/ securely logged using CPOMS.

Part 6 – Halfway Nursery Infant School safeguarding team

Headteacher Designated Safeguarding Lead (DSL)	Mrs Debbie Shepherd	0114 248 2360
Designated Safeguarding Deputy Leads (DSD)	Miss Rebecca Hughes Miss Jo Lomas	0114 248 2360
Safeguarding Governor	Mrs Leanne Moore Mrs Cat Taylor-Best	0114 248 2360
Special Educational Needs Co-ordinator	Mrs Jo Lomas	0114 248 2360

Part 7 – Sheffield City Safeguarding Partnership details

Designated Officer – formerly known as LADO	0114 273 4850
Child Protection Enquiry Team	0114 2734925
Safeguarding Children Advisory Service	0114 2053535 / 0114 2053554
Safeguarding Children Partnership (Hub Team) You can ring 24 hours a day, 7 days a week.	0114 273 4855
SSCP Licensing Manager	0114 2736753
SSCP Sexual Exploitation Service on	0114 2736940
SSCP Substance Misuse Service	0114 2734450
SSCP E-Safety Manager	0114 2736945
SSCP Training and Development	0114 2734530

Other Services

Children and Families Services: Prevention and Assessment Teams:	<p>North PAT: Social Care: 0114 203 9591 MAST: 0114 233 1189</p> <p>East PAT: Social Care: 0114 203 7463 MAST: 0114 205 3635</p> <p>West PAT: Social Care: 0114 273 4491 MAST: 0114 250 6865</p> <p>Social Care Out of Hours Service 0114 273 4855 0114 203 7776</p>
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	Social Care Public referrals / enquiries 0114 273 4855
Adult Social Care Services	0114 273 4908
South Yorkshire Police - Switchboard	0114 220 2020
Sheffield Children's Hospital	Tel: 0114 271 7000
Jessop's Hospital & Royal Hallamshire Hospital	Tel: 0114 271 1900
Northern General Hospital	Tel: 0114 243 4343
Child Assessment Unit	Tel: 0114 226 7803 Fax: 0114 226 7865
Probation - Main switchboard	Tel: 0114 272 6477/01633 630941
UK Human Trafficking Centre (UKHTC):	Tel. 0114 2736940/0114 2423891 Email: UKHTC@nca.x.gsi.gov.uk
Children Missing from Education Team Inclusion and Learning Services	Tel: 0114 2736462 Email: ed-missingchildren@sheffield.gov.uk
Parentline	Tel. 0800 800 2222
Families, Adopters & Carers Team (FACT)	Tel 2734998, Mon–Fri, 1.00–4.00pm