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# Pipworth Community Primary School



## Safeguarding and Child Protection Policy



Article 2: All children have rights.

Article 3: I have a right to have adults do what is best for me.

Article 6: I have a right to be supported to live and grow.

Article 12: I have a right to be listened to and taken seriously.

Article 23: I have the right to special care and education if I have a disability.

Article 27: I have the right to have a proper house, food and clothing.

Article 36: I have the right to be kept safe from things that could harm my development.

Date Reviewed:	November 2025
Reviewed by:	M Jackson-Brown
Policy to be reviewed by:	June 2026
Chair of Governors:	Craig Malkin
Safeguarding Governor:	Mohammed Osman

**Our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.**







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This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies and guidance as listed below:

- Acceptable user Agreements (staff and pupils)
- Attendance
- Anti-bullying and Discrimination Policy
- Behaviour and Support Policy
- Children Looked After Policy
- Complaints procedure
- Confidentiality Policy
- Drugs
- Early Years Foundation Stage Policy
- Equal opportunities
- Managing allegations against staff
- Managing medical and medical conditions
- Online safety and Social Media Policy
- Positive handling and physical interventions Policy
- Positive mental health and well-being
- Racial equality
- Safe recruitment policy
- SEND
- Staff code of conduct
- Employment of Ex-Offenders

## **1. Safeguarding and Child Protection Team**

**To speak to any member of the Safeguarding Team please contact the school office on 0114 2391078.**

		
<p><b>Mrs Maria Jackson-Brown</b> Deputy Head Designated Safeguarding Lead Designated Teacher for Children Looked After Filtering and Monitoring EYFS / KS1 SENCO</p>	<p><b>Mrs H Kenyon</b> Head Teacher Deputy DSL</p>	<p><b>Mrs N Bradley</b> Assistant Head Deputy DSL KS2 SENCO</p>
		
<p><b>Mr I Azam</b> Learning Mentor Deputy DSL</p>	<p><b>Mrs Milly Anderson</b> Learning Mentor Deputy DSL</p>	<p><b>Mrs Marie Phippen</b> Learning Mentor Deputy DSL</p>

## **2. Introduction and Policy Aims**

**Safeguarding** means protecting children's health, well-being, and rights by:

- Providing early help and support when problems arise
- Protecting them from abuse or neglect, including online
- Preventing harm to their physical and mental development
- Ensuring safe, supportive care and home environments
- Taking action to help every child achieve the best outcomes

**Child protection** is a key part of safeguarding and focuses on protecting children who are suffering, or at risk of, significant harm. **Safeguarding** is about ensuring children are safe, well cared for, and given the right support to thrive. Our school follows the Sheffield Child Protection Procedures.

**Safeguarding and Promoting the Welfare of Children is everyone's responsibility.**

As part of the school's admission pack, parents/carers receive guidance on safeguarding children.

**At Pipworth Community Primary School, we are:**

- A **Rights Respecting, Trauma Informed, and Positive Regard** school
- Committed to creating a safe, caring environment where children are listened to and respected
- Focused on building trusting relationships and encouraging staff to raise concerns confidently
- Ensuring children feel secure so learning can happen, and all concerns are taken seriously
- Teaching children how to stay safe and make positive choices, especially through our PSHE curriculum

## **2.1 Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education 2025](#) and [Working Together to Safeguard Children 2023](#), and the [Governance Handbook](#)

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (disability, sex, sexual orientation, gender reassignment and race).
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

## **2.2 Staff Training**

### **a) All Staff:**

- Complete safeguarding and child protection training at induction, including whistle-blowing and online safety.
- Refresh their basic safeguarding training every 3 years (last: July 2024) and receive regular updates
- Stay informed about their responsibilities and how to identify signs of abuse, neglect, or exploitation.

### **b) Designated Safeguarding Lead (DSL) and Deputies:**

- Complete initial and refresher **Advanced Safeguarding Training**.

- Attend annual refresher training and stay up to date with local and national priorities.
- Join whole-school basic training every 3 years.

#### c) **Governors:**

- Receive induction safeguarding training, including online safety and whistle-blowing.
- Continue receiving updates and complete relevant training for their role.
- Safeguarding Governors complete additional training to effectively challenge and support the DSL.
- The Chair of Governors receives training on managing allegations against the Headteacher.

#### d) **Volunteers and Long-Term Supply Staff:**

- Receive safeguarding induction, including whistle-blowing, behaviour expectations, and online safety, to ensure they understand their responsibilities and can recognise signs of harm.

### 3. Roles and Responsibilities in Keeping Children Safe

Safeguarding is **everyone's responsibility**. This policy applies to **all staff, governors, volunteers, and those involved in off-site or extended school activities**, and aligns with local safeguarding procedures.

The school has a **preventative role**, promoting a culture of inclusion, respect, and safety through:

- The Behaviour and Support Policy
- Our pastoral system
- A comprehensive Personal Development (RSHE) curriculum covering:
  - o Healthy relationships and consent
  - o Stereotypes, prejudice, and equality
  - o Body confidence and recognising abuse
  - o Laws on sexual consent, abuse, grooming, domestic abuse, FGM, forced marriage
  - o How to seek help and report concerns

As a **Trauma-Informed School** following a **Positive Regard** approach, we empower key staff to support pupils with mild to moderate mental health needs.

#### 3.1 All Staff Must:

- Read and understand *Part 1 and Annex B* of **Keeping Children Safe in Education 2024** and review it annually.
- Promote online safety, especially in communication with parents.
- Create a safe space for LGBTQ+ pupils to share concerns.
- Be especially alert to the needs of **SEND pupils**, who may be more vulnerable.

Staff should be aware of:

- The school's safeguarding systems (DSL roles, Behaviour Policy, Online Safety Policy, etc.).
- How to identify and respond to early concerns using the **Threshold of Need** and **Early Help**.
- How to make referrals to children's social care.
- How to respond to disclosures or suspicions of abuse, including FGM.
- The different types of abuse and exploitation (CSE, CCE, county lines, radicalisation, etc.).
- The need to reassure victims and ensure they feel safe and heard.
- That children may face risks at home, online, in school, or the wider community.
- That LGBTQ+ children and those with SEND may be targeted or find it harder to speak out.

#### 3.2 Designated Safeguarding Lead (DSL)

**Maria Jackson-Brown**, Deputy Headteacher, is the school's DSL. She leads on child protection and safeguarding, and is also:

- Designated Teacher for Children Looked After
- Online Safety Coordinator
- Named person for Filtering and Monitoring

During term time, Maria is available during school hours for staff to raise concerns. Outside school hours, safeguarding team members can be contacted via email. [safeguarding@pipworth-cps.sheffield.sch.uk](mailto:safeguarding@pipworth-cps.sheffield.sch.uk)

**The DSL is provided with the time, resources, support, and training needed to:**

- Advise and support staff
- Take part in or support inter-agency meetings and assessments
- Make appropriate referrals to agencies (e.g. social care, police, Channel, DBS)
- Support staff in making referrals
- Understand harmful sexualised behaviour

**Additional DSL responsibilities:**

- Keep the Headteacher informed of safeguarding matters
  - Liaise with local case managers and designated officers
  - Engage with local responses to sexual violence and harassment
  - Ensure access to local specialist support for all children involved in such cases
  - Ensure that children have an appropriate adult present during police searches or investigations
- Full details are in the DSL’s job description.

When the DSL is absent, the deputies will act as cover:

Name	Role
• Helen Kenyon	• Head teacher
• Nicky Bradley	• Assistant head
• Ibrar Azam	• Learning Mentor
• Milly Anderson (Mon-Tues)	• Learning Mentor
• Marie Phippen (Tues-Fri)	• Learning Mentor

**3.3 Designated Teacher for Children Looked After**

Also held by **Maria Jackson-Brown**, this role involves:

- Reporting to the Local Authority Virtual School and social workers on attendance, attainment, and progress
- Working with professionals (e.g. SENCOs, DSLs, mental health leads) to coordinate support
- Supporting school staff to seek specialist advice when needed
- Ensuring Personal Education Plans are maintained and Pupil Premium is used effectively

Support is also extended to **previously looked-after children** and those **leaving care**, recognising their continued vulnerability.

**Private Fostering**

If a child under 16 (or 18 if disabled) lives with someone who is not a parent or close relative (e.g. aunt, uncle, grandparent, sibling, or step-parent), for more than 28 days, this is **private fostering** and must be reported to the Local Authority. When the DSL/DT is informed of a private fostering arrangement, the school will contact the Local Authority to ensure:

- The arrangement is safe and appropriate
- Carers understand their responsibilities, including completing appropriate paperwork
- The child’s needs are met (culturally, emotionally, and practically)
- Support workers visit and advise the family as needed

**Special Guardianship, Child Arrangement Orders and Kinship Care**

Families must inform the school of any **SGOs, Child Arrangement Orders or Kinship Care** arrangements on admission and provide court documents, if appropriate. The DSL and pastoral team will then ensure appropriate support is offered to the child and family and work with the head of the Virtual School, who holds a non-statutory duty to promote the educational achievement of all children in kinship care.

### 3.4 The Governing Board

The governing board will:

- Read **Keeping Children Safe in Education** Part 1
- Ensure safeguarding is central to all school policies and practices
- Review and approve this policy annually
- Hold the Head teacher accountable for safeguarding implementation
- Uphold duties under the **Human Rights Act 1998** and the **Equality Act 2010**
- Monitor multi-agency safeguarding arrangements

**Link Governor:** *Mohammed Osman*

- Meets with DSL three times a year and receives reports at sub-committee and full board meetings

The link governor ensures:

- The DSL is properly resourced, trained, and supported
- Online safety is a continuous theme across school policy
- Leadership understands filtering/monitoring systems and how to escalate concerns
- The school addresses low-level concerns about staff appropriately
- Children with SEND or medical needs are safeguarded effectively

Where third-party providers use school premises:

- Safeguarding policies must be in place and reviewed
- Safeguarding expectations must be part of any use agreement

**Chair of Governors** acts as **case manager** for allegations against the Headteacher.

### 3.5 The Headteacher

The Headteacher is responsible for ensuring that:

- All staff and volunteers are aware of and follow safeguarding procedures
- Safeguarding is explained at induction and shared with families (including on the school website)
- The DSL has the necessary time, funding, and support to carry out their role
- Appropriate cover is available in the DSL's absence
- Staff training is up to date and reviewed regularly
- Allegations against staff are managed in line with policy (see Appendix 3)
- Low-level concerns are addressed (with DSL input as needed)
- Statutory staffing ratios are maintained

## 4. Safeguarding and Child Protection Procedures for Staff

### 4.1 Safeguarding Records

School uses CPOMS which is accessed by teaching and support staff

- CPOMS is the school's secure system for recording child protection and safeguarding concerns.
- Only staff with a username and password can access it.
- The DSL, Deputy DSLs, and Pastoral Team have full access.
- All other staff can add incidents, which are then reviewed by the safeguarding team.

#### **What Staff Must Do**

- It must be logged in your account (if this is not possible your name must be added to the log)
- Keep passwords secure
- Log incidents in a timely manner
- Alert the PST or SLT, accordingly
- Ensure logs are kept confidentiality
- Log off CPOMS when not in use

**Logs must include:**

- Date and time the concern happened (you may need to adjust the time and date stamp to reflect accurately)

- Date and time the record was written
- Details of what was seen or heard
- What actions were taken and by whom
- Outcome of the concern or how it was resolved

#### 4.2 Responding to a safeguarding concern or disclosure:

If you have any concerns about a child, be it physical, emotional or a disclosure **YOU MUST**:

1. Inform the DSL verbally immediately.
2. Record your concerns on CPOMS as soon as possible, using:

If a child discloses abuse or neglect to you, stay calm, listen and follow these steps:

- Take the child seriously and listen without interrupting
- Do not ask leading questions
- Reassure the child but don't promise to keep it secret
- Record the conversation verbatim (as far as possible), dated and timed
- Report immediately to the DSL

Staff wellbeing matters: If a disclosure is distressing, staff are encouraged to speak to the DSL or seek appropriate support.

#### Do not:

- Ask leading questions
- Promise to keep the disclosure secret
- Share information with anyone other than the DSL or relevant authority

#### Be Aware:

- Some children may not disclose due to fear, embarrassment, or lack of understanding.
- Maintain a **professional curiosity** — ask yourself “What might be going on for this child?”
- Be observant. Trust your instincts
- Remember: “It might be nothing—but it might be something. Speak up.”.

It is your right to **make a direct referral** to social care or the police. You must still **inform the DSL** if you do so.

#### The PST will:

- Review CPOMS daily.
- Act based on Sheffield's Thresholds of Need guidance, using additional tools as needed (e.g. the Hackett Tool for harmful sexualised behaviours, or the Neglect Strategy).
- If a child is at risk of significant harm, the DSL (or Deputy DSL) will contact the Sheffield **Safeguarding Hub** immediately: **Tel: 0114 273 4855**
- Record contact with external agencies, along with all advice and actions taken.

#### The DSL will:

- Gather essential information
- Follow advice from the social worker
- Submit a referral to MACCP, if required
- Attend strategy meetings where required

- In tier two support cases, an Early Help Part 1 form will be completed and submitted.
- If the child is already under a Child Protection Plan, the school will work directly with the allocated social worker.
- If the DSL and Deputy DSL are unavailable, staff must escalate concerns to their line manager or make a direct referral.

#### 4.3 Key Referral Information when contacting the Safeguarding Hub:

To make a referral, have the following ready:

- Child's full name, DOB, address
- Names and contact details of parents/carers
- Details of the concern, including:
  - Explanation given by child or carer
  - Any known risks
  - Injuries or behaviours noted
- Any background/contextual information
- Information about any special needs
- Family's knowledge of the referral and whether consent has been given

#### **Additional helpful information:**

- Past addresses, schools, health providers
- Other children in the home or in contact with the alleged abuser
- Other agencies involved
- Child's legal status and parental responsibility details

#### Local Authority Response:

The LA will respond within 1 working day. If no response is received, the DSL (or staff member who made the referral) must follow up. If there's no improvement, follow local escalation procedures to ensure action is taken.

#### **4.4 Responding to safeguarding incidents in the community and out of school hours**

Advice will be given at the point the call is received to call the police or social care (depending on the content shared).

- A written log of the report will be made (this will be added to CPOMS)
- The Headteacher and DSL to be informed straight away
- The Headteacher, in collaboration with the DSL, will risk assess the situation
  - If possible, clarify with the person reporting the incident the risk of harm and advise further
  - Refer to an appropriate professional body, if required (e.g. police, social care)

The headteacher has a duty of care to staff and their safety remains a priority throughout. Families are expected to follow the Code of Conduct which states offensive and abusive behaviour will not be tolerated. Support will be offered by school staff who will remain on site, unless requested by supporting agencies to do otherwise.

#### 5. Definitions of Abuse

Abuse is the maltreatment of a child. This may involve **inflicting harm** or **failing to act to prevent harm**. Abuse can happen in different forms:

- **Physical Abuse** - harming a child through actions such as hitting, shaking, poisoning, burning, drowning, or suffocating.
- **Emotional Abuse** - persistent emotional mistreatment that severely affects a child's emotional development. This includes making a child feel unloved, worthless, or in constant fear.
- **Neglect** - ongoing failure to meet a child's basic physical or emotional needs, likely to seriously impact their health or development. Sheffield has a **Neglect Strategy** to ensure all professionals respond swiftly and effectively to neglect. Early intervention is vital to improve children's outcomes.
- **Sexual Abuse** - forcing or encouraging a child to take part in sexual activities, including online exploitation, whether or not the child understands what is happening.

- **Exploitation** - when someone abuses their power over a child to manipulate or coerce them into doing something (e.g., criminal acts, sexual activity) for personal gain or control.

### 5.1 Sheffield Thresholds of Need Guidance

Sheffield’s model outlines **four levels of need** and supports a **whole-family approach**. It ensures that the response is: **Flexible – Timely – Proportionate** and helps professionals match the right support to a child or family’s situation and escalate or reduce help as needed.

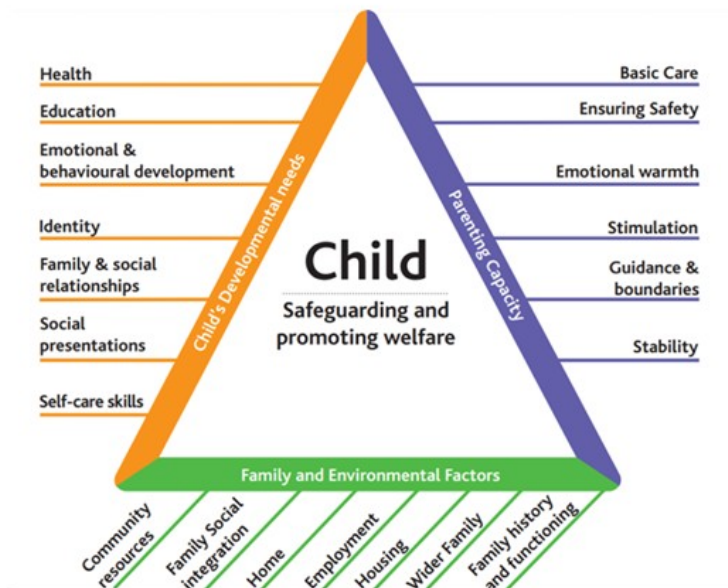


<p><b>Level 1: Universal</b></p> <p>Parental Consent may be required to access</p>	<p>Children / young people (YP) largely achieving expected outcomes. Need is low level and can be met by the universal services or with some limited additional advice or guidance.</p> <p><b>Typical Services</b> this level include Midwifery, 0-19 Health Services, GPs, Early Years settings, Schools and Colleges, Universal Youth Services</p>
<p><b>Level 2: Getting Help – Early Support</b></p> <p>2-3 services work together to meet child/family needs, Coordinated by the service who knows the child/family best.</p> <p>It may be helpful for these professionals to complete an Early Help Assessment (not essential at Level 2)</p> <p>Parental Consent is required to access services</p>	<p>Some children/YP may need extra support short-term and helps prevent the need for more intensive help later. It can be useful to direct families to other services, such as the Sheffield Directory or Parenting Groups (see Positive Parenting – Sheffield City Council).</p> <p>Children with SEND should be referred to Sheffield’s Local Offer. An Early Help Assessment may be needed, and a Lead Practitioner should be chosen from the services already working with the family.</p> <p><b>Typical Services</b> at this level include Universal services with additional input from specific Early Help Services (e.g. Inclusion and Attendance), or SEN Advisory Services, or Specialist Health Clinics, or Information, Advice &amp; Guidance services.</p>
<p><b>Level 3: Targeted Support</b></p> <p>Early Help Assessment to be completed by the agency which knows the family best or who the family trust with an outcome-based support plan agreed by the family. There will be an identified Lead Practitioner / Key Worker who will be the main link for the family and hold all the agencies involved to account to deliver their agreed support. Parental Consent is required to access services.</p>	<p>Some children/YP have more complex needs requiring targeted support. They may live in families facing greater challenges and vulnerability.</p> <p>Early Help Assessment and a Team Around the Family (TAF) meeting to understand the family’s strengths and needs, and to identify the right professionals for a coordinated support plan.</p> <p>Involve partner agencies and meet with the family in person (TAF) and make sure the child’s voice is heard. This situation requires a coordinated, multi-agency response, and a referral to targeted Early Help services may be needed. Support is required over a longer period.</p> <p>If the complex needs relate to a child with SEND, use the</p>

	<p>Graduated Approach and refer to Sheffield's Local Offer.</p> <p><b>Typical Services</b> at this level include: CAMHS tier 3, adult mental health, or drug/alcohol team, Domestic Abuse Services, Parenting Support, Family Intervention Service, Community Youth Prevention Services or others.</p>
<p><b>Level 4: Statutory and Complex Needs</b></p> <p>Referrals at this level include Section 17/Child in Need and Section 47/Risk of Significant Harm.</p> <p>Referrals must be made to services with the power to undertake statutory nonvoluntary intervention and services with specialist skills. In some cases,</p> <p>Parental Consent is required to access services. In other cases, cases where there are significant safeguarding needs involved</p> <p>Parental Consent is not required. It would however be best practice to share information unless this would place child at further risk.</p>	<p>Some children/YP face serious risks or harm due to abuse, neglect, exploitation, trafficking, FGM, or forced marriage. Others may be involved in the Criminal Justice System or have complex disabilities or life-limiting conditions.</p> <p>Requires specialist or statutory services because the needs are very serious and have a major impact on the child's safety, development, or well-being.</p> <p>A statutory assessment under Section 17 of the Children Act 1989 may be needed.</p> <p>If a child is at immediate risk of significant harm, an assessment under Section 47 is required. This may lead to legal action or the Local Authority accommodating the child to ensure their protection.</p> <p>In some cases, support from specialist services, such as CAMHS, may also be needed.</p> <p><b>Typical Services</b> at this level include Children's Social Care, Youth Justice, CAMHS, In-patient and continuing healthcare, Fostering, Residential Care, Looked After Children, Health Care for children with life limiting illness and with profound and enduring disability, plus, the services involved at Level 3.</p>

### Assessment or Ecological Model

The following section gives details of the Assessment Triangle (also referred to as the "Ecological model" in Working Together 2018). The table provide a range of phrases and 'Wellbeing Goals' which practitioners may find useful when talking to parents, carers and families.



Our safeguarding partners are the Local Authority, the police and health.

## 5.2 Early Help

Pipworth Community Primary School recognises that early identification and intervention are essential in supporting children and families. All safeguarding practices are in line with the Sheffield Safeguarding Children Partnership (SSCP) guidance.

Early Help means providing support as soon as a problem emerges, at any point in a child's life. It relies on identifying needs early through observation, professional curiosity, and connection with the child and their carers.

All staff, including volunteers and governors, must:

- Understand their role in identifying Early Help needs.
- Work together with other agencies to:
  - o **Identify** children and families who would benefit from support.
  - o **Assess** needs collaboratively.
  - o **Provide** services to meet those needs.
  - o **Review** progress to ensure positive outcomes.

If an Early Help assessment is required, staff may have a supporting role in the process, or act as the lead practitioner, coordinating services and communication.

The **DSL** will keep the case under review. If the situation fails to improve, a referral to **Children's Social Care** may be made. Children at higher risk may include those who:

- Have SEND or disabilities
- Are young carers
- Are privately fostered
- Have returned home from care
- Live in challenging family circumstances (e.g. mental health, substance misuse, domestic violence)
- Are at risk of or involved in criminal activity or exploitation
- Have parents in prison or under court orders
- Show signs of abuse, neglect, or radicalisation
- Have low attendance, multiple suspensions or exclusions
- Frequently go missing
- Misuse alcohol or drugs

### 5.3 Confidentiality and information sharing

Any information about Child Protection, whether written or spoken, must be treated with total confidentiality. We understand that it can be upsetting or frustrating when staff are not given full details about the families or children they work with. However, there are important legal and ethical reasons for this.

#### Sharing Information: Legal Guidance (DPA 2018)

Data Protection and UK GDPR do NOT stop staff from sharing information to keep a child safe.

Consent is not needed if:

- It's unsafe to ask
- The child may be at risk
- Or it's not practical to get consent
- If you're unsure, speak to the DSL/DDSL.

#### Why We May Not Share Certain Information:

- To **protect the privacy** and **safety** of the child and their family.
- To avoid **jeopardising investigations** or legal processes.
- Because we are required by **law and safeguarding policy** to only share information with those who need to know.

## What Laws and Guidance We Follow:

1. **The Children Act 1989 and 2004**
  - o Our duty is to protect children and promote their welfare.
  - o Allows sharing information without consent if a child is at risk of harm.
2. **Data Protection Act 2018 & UK GDPR**
  - o Personal data must be handled lawfully, fairly, and securely.
  - o Information can be shared in the public interest or to keep someone safe.
3. **Working Together to Safeguard Children (Statutory Guidance)**
  - o Professionals must share information appropriately to support safeguarding.
  - o Decisions must always be in the **best interest of the child**.

The **Seven Golden Rules to Sharing Information** serve as a practical guide for professionals who handle personal information, especially when working with vulnerable individuals or in safeguarding contexts.

### The Seven Golden Rules for Information Sharing

1. **Necessary and Proportionate** - Share only what is **necessary** for the purpose and ensure it is **proportionate** to the need.
2. **Relevant, Accurate, and Up-to-date** - Ensure the information is **relevant** to the case, **accurate**, and as **current** as possible.
3. **Shared Only with Those Who Need to Know** - Limit sharing to individuals or organizations who **need the information** to support the person or ensure safety.
4. **Shared Securely** - Use **secure methods** for sharing to protect confidentiality and prevent unauthorized access.
5. **Consider Consent** - Seek **informed consent** where appropriate, but understand it can be overridden in the **public interest**, especially where safety is a concern.
6. **Be Open and Honest** - Be **transparent** with the person (unless unsafe or inappropriate), explaining why, how, what, and with whom information might be shared.
7. **Keep a Record - Document** your decision, including what was shared, with whom, why it was shared (or why not), and the reasoning behind it.

### Retention of Records

- Do NOT delete any safeguarding records—even if the concern is resolved.
- Records involving sexual abuse must be kept for the full length of the Independent Inquiry into Child Sexual Abuse (IICSA).
- All other safeguarding records must be kept until the accused reaches pension age, or for at least 10 years—whichever is longer.

### Transferring Records to Another School

The transfer must be secure, and the new school must confirm receipt.

When a child leaves the school:

- The DSL ensures the safeguarding file is transferred:
- The file is sent separately from other school records.
- For in-year transfers, the PST will contact the new or previous school to share safeguarding information and agency involvement.
- For children new to the country, the Admissions Team and PST will complete a school experience form and liaise with the child's previous school to check for any concerns.
- If a child has a Child Safeguarding File, this will be:
  - o Hand-delivered to the new school (or sent recorded delivery if outside Sheffield) within 5 days (for mid-year transfers) or within the first 5 days of term

- o A signature will be collected upon delivery.
- o Files are stored securely in a locked cabinet in the Learning Mentor's room.
- If the receiving school uses CPOMS then the transfer of file will be activated in a timely manner

## **6. Specific contextual safeguarding issues**

**In all cases where you have a concern about a child you MUST:**

- Log all concerns on CPOMS (include what you see/hear).
- Speak to the DSL or DDSL as soon as possible.
- The safeguarding team may:
  - o Meet with the family
  - o Involve Social Care for additional support

**Remember: Your observations, no matter how small, could help protect a child from harm.**

### **6.1 Neglect**

Neglect is when a child's basic needs are not met over time, and this harms their health, development, or well-being.

It can happen before birth (e.g. from substance misuse in pregnancy) and after birth, when a parent or carer fails to:

- Provide enough food, clothing, or shelter
- Protect the child from danger or emotional harm
- Supervise the child properly
- Get the child medical help when needed
- Respond to the child's emotional needs

Neglect might not be intentional—but it is the impact on the child that matters most.

#### **Types of Neglect**

- Emotional neglect – not giving love, support, or attention
- Medical neglect – not providing needed healthcare
- Nutritional neglect – not feeding the child properly
- Educational neglect – not supporting their learning
- Physical neglect – poor hygiene, clothing, or unsafe living conditions
- Abandonment
- Lack of supervision or guidance

**Neglect is more likely in families where there is:**

- Parental mental health problems
- Domestic abuse
- Alcohol or drug misuse
- Poverty or homelessness
- Social isolation
- Parental disability
- A history of neglect in the parent's own childhood

### **6.2 Domestic Violence and Abuse**

What Is Domestic Abuse?

Domestic abuse includes any controlling, threatening, or violent behaviour between people aged 16 or over who are or have been intimate partners or family members. This includes:

- Physical violence
- Emotional abuse
- Sexual abuse

- Psychological harm
- Financial control
- 'Honour'-based violence and forced marriage

### **Impact on Children**

Children can be seriously affected, even if they don't witness the abuse directly.

Living in a home where abuse happens:

- Can cause long-term emotional and mental health issues
- Can damage learning, behaviour, and well-being
- Makes children victims in their own right
- Domestic abuse can also occur in teen relationships, not just between adults.

### **Warning Signs of Domestic Abuse**

- Controlling behaviour (isolating, restricting freedom)
- Coercive behaviour (threats, intimidation, punishment)
- Physical injuries or signs of fear
- Low self-esteem or withdrawn behaviour
- Sudden changes in behaviour or school performance

### **Operation Encompass**

A national scheme where police inform schools if a child has been involved in or exposed to a domestic abuse incident. This allows the school to quietly support the child the next day. Information is shared confidentially, assessed by the Safeguarding Team, and may lead to further support or contact with Social Care.

### **By knowing that a child has experienced domestic abuse, staff can better:**

- Understand their behaviour
- Offer emotional support
- Make informed safeguarding decisions

### **6.3 Child Criminal Exploitation, Serious Violence and County Lines**

Child Criminal Exploitation is when a child is:

- Coerced, manipulated, or deceived into criminal activity
- Often linked to gangs, violence, or drugs
- Used for the benefit of others, not themselves
- Children may appear to "choose" the activity, but they are still victims.

### **Common Forms of CCE**

- County lines – transporting drugs across areas
- Working in illegal cannabis farms
- Shoplifting, pickpocketing, or car crime
- Carrying weapons, violence, or threats
- Money laundering for criminal groups

### **Why Primary children are at risk?**

Even young children are vulnerable:

- Gangs may use older siblings to recruit them
- Young children attract less suspicion
- Children may be flattered, bribed, or threatened into involvement

Girls may be exploited differently, but they are just as much at risk.

## **Signs a Child May Be Exploited**

Look for:

- Going missing or being out of area unexpectedly
- Sudden new clothes, phones, or money
- Unexplained injuries or signs of fear
- Changes in behaviour or school performance
- Hanging out with older peers or new friendships
- Becoming isolated or withdrawn
- Talking or acting in a way that raises concern

## **Our School Context –**

Pipworth is in an area with known challenges, including:

- Long-term unemployment
- Gang activity
- Local deprivation

This increases the vulnerability of all our pupils.

## **Our role is to educate, protect, and empower children with:**

- Life skills to stay safe
- A strong pastoral team
- A culture where children feel safe to talk
- Support for Pupils at Risk of Criminal Exploitation

The PST is central to supporting pupils, families, and staff at Pipworth to promote emotional health and well-being by taking the lead in safeguarding and early intervention. In order to do so they work closely with:

- Mental Health Support (including a Clinical Psychology being onsite weekly)
- Early help and Family Intervention Services
- Social Care
- Community Youth Teams
- Police Community Support Officers (PCSOs)
- Health services

## **Possible Signs of County Lines or Exploitation**

Look out for pupils who:

- Frequently go missing or are found far from home
- Have new money, phones, or clothes they can't explain
- Receive many texts or have multiple phones
- Spend time with older or controlling people
- Have unexplained injuries
- Suddenly do worse in school
- Are carrying weapons
- Seem withdrawn, angry, aggressive, or start using slang or coded language
- Avoid medical help
- Isolate from peers or spend time with different groups

## **6.4 Cyber-bullying & sexting (sharing of nude images)** (Refer to the Online Safety and Social Media policy)

Cyber-bullying is bullying that happens online using devices like phones, tablets, or computers. It can take place at any time, in or outside of school.

Sexting is when nude or inappropriate images are shared via phones or online—even if it seems “consensual,” it is still harmful and illegal for under-18s.

### **Online Safety at Pipworth**

With more pupils learning online, it's essential we teach and monitor online safety.

Key points:

- Pupils are taught the ‘Four Cs’ of online safety – content, contact, conduct and commerce
- Pupils are taught to challenge misinformation, disinformation, fake news and conspiracy theories
- Online safety is taught across the curriculum and throughout the school day
- Pupils in Years 3–6 attend annual online safety workshops
- Pupils never use the internet unsupervised
- All online activity in school is filtered and monitored

### **Technical Protections in School**

Working in compliance with DfE guidance on Generative AI [DfE Guidance on Generative Artificial Intelligence](#)

- All devices have updated antivirus software
- Internet access is filtered to block harmful content
- DSL and Headteacher regularly monitor usage and investigate concerns
- Pupils EYFS to Y3 have group logins
- Pupils have school-issued personal login details Y4, Y5 and Y6
- All online contact with pupils is through school email systems, which are monitored

### **Staff Responsibilities**

- Never leave children online unsupervised
- Report any misuse by a pupil or staff member to the Headteacher immediately
- Use only school-approved platforms and communications
- Follow the school’s Acceptable Use Policy (AUP) and keep data secure
- Only communicate through the use of school regulated e-mail accounts
- Only use School-run social media (e.g. Instagram and Facebook) which is managed and carefully monitored for sharing school based information and goings-on

### **Key Contacts**

- Online Safety Lead: Maria Jackson-Brown supported by Sobiha Hussain
- Computing Curriculum Lead: John Kelly
- Overall Responsibility: Headteacher

## **6.5 Child on child abuse sexual violence and sexual harassment**

Child-on-Child Abuse: Sexual Violence & Harassment – What Staff Need to Know

What Is It?

Sexual violence or harassment between children can happen at any age—including primary school. It can be physical, verbal, or online, and may happen once or repeatedly. It can involve one child, a group targeting another child, or occur in groups. A child is defined as anyone under 18.

### **At Pipworth Community Primary School, we take a zero-tolerance stance:**

- Sexual harassment is never “just a joke” or “a part of growing up.”
- We challenge inappropriate touching (e.g., grabbing, flicking bras and lifting skirts).
- We teach pupils that respect and consent matter.
- We support victims and encourage children to speak up.
- Even if no reports have been made, **we assume it could happen and remain alert.**

### **How It Affects Victims**

Sexual abuse between peers can:

- Be based on differences (race, disability, gender, sexuality, etc.)
- Cause lasting emotional harm, fear, or isolation
- Happen face-to-face or online

### **What to Consider in an Incident**

When the DSL assesses the concern, they will consider:

- Age, maturity, and understanding of those involved
- Power imbalances (e.g. older/stronger child)
- The nature and intent of the behaviour
- Secrecy or pressure used
- Impact on the victim
- Whether the behaviour was a one-off or ongoing

### **Remember:**

- This behaviour is never acceptable
- Children may not use the word “abuse”, but still need help
- We are here to protect, support, and educate—not to punish children unfairly

**6.6 Harmful sexual behaviour (HSB)** (refer to Child on child sexual violence and sexual harassment policy)

### **Consent Defined as:**

- Freely agreeing to sexual activity
- Having the freedom and capacity to say yes or no
- Consent can be withdrawn at any time
- Children under the age of 13 can never consent to any sexual activity.
- The age of consent is 16.

### **HSB is sexual behaviour by children or young people that is:**

- Inappropriate for their age
- Harmful to themselves or others
- Abusive, even if it doesn't involve force or violence
- It can happen online, face-to-face, or both

### **Examples of Harmful Sexual Behaviour**

- A much older child engaging sexually with a much younger one
- Sexual activity between peers with power differences (age, size, disability)
- A younger child coercing an older one (e.g., through threats or manipulation)
- Problematic Sexual Behaviour (PSB): inappropriate for age, but without abuse or victimisation

Many children showing HSB have experienced trauma or abuse themselves – they need support too

- Child-on-child abuse is real, even at the primary level
- We use the Hackett Continuum to help judge the severity and risk of behaviours
- The Pastoral Support Team helps inform and guide staff about incidents and responses

**Sexual violence** - when referring to sexual violence it is in the context of child on child sexual violence and sexual offences under the Sexual Offences Act 2003 are categorised as below:

**Sexual harassment** -sexual harassment refers to ‘unwanted conduct of a sexual nature’ that can occur online and offline. 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.

### **Sexual Harassment Can Include:**

- Sexual comments or jokes
- Unwanted touching or interfering with clothing
- Sharing sexual images, including nudes (even if consensual, this is illegal if under 18)
- Online harassment, sexual messages, or unwanted explicit content
- Upskirting (taking photos under clothing) – a criminal offence

### **When a concern or disclosure is made, the Designated Safeguarding Lead (DSL) will take the following key steps:**

#### 1. Anonymity

- Respect the privacy of all children involved.
- Do not share names with others unless it's necessary for safeguarding.
- Be especially cautious if the case may go to the media or wider public knowledge.

#### 2. Risk Assessment the safety and well-being of:

- The victim
- The alleged perpetrator
- Other pupils or staff
- Decide if anyone is at immediate risk of harm and needs protection now.

#### 3. Initial Response

- Always take disclosures seriously
- Listen without judgment and record the facts.
- Support the victim and never dismiss their experience
- Record only facts — do not investigate
- Inform parents (unless this puts the child at risk)

#### 4. Deciding How to Handle the Report

The DSL will choose from these options:

- Manage internally within school (e.g. through behaviour or pastoral support policies)
- Provide Early Help for extra support
- Make a referral to Social Care
- Contact police for any criminal offences (e.g., rape, sexual assault, coercion)

#### 5. Support for Everyone Involved

- Offer ongoing emotional support to the victim
- Support the alleged perpetrator, especially if they have their own needs or vulnerabilities
- Involve and communicate with families, where appropriate
- Help all involved to feel safe and heard

### **6.7 Child Sexual Exploitation (CSE) –**

What Is Child Sexual Exploitation?

- CSE is a form of child abuse. It happens when a child or young person is:
- Tricked, forced, or persuaded into sexual activity
- In return for something like money, gifts, food, attention, or drugs
- Controlled or manipulated by someone with power over them (older age, status, strength, or money)
- It can also happen online – for example, a child being pressured to share sexual images, even without getting anything in return.

#### **Who Is at Risk?**

- Any child can be at risk, but some are more vulnerable, including those who:
- Live in chaotic or neglectful homes

- Have a history of abuse, trauma, or bereavement
- Have learning difficulties or low self-esteem
- Are young carers
- Live in care homes or temporary housing
- Have friends or family involved in gangs or exploitation

### **Warning Signs of CSE**

Watch for children who:

- Go missing from home or school frequently
- Use the internet a lot for social media or chatting
- Are secretive about new friends or contacts, especially older people
- Share inappropriate images online
- Receive money, gifts, or expensive items from unknown sources
- Use or misuse drugs or alcohol
- Become isolated from friends or family
- Have unexplained changes in mood, appearance, or behaviour
- Experience poor mental health, self-harm, or suicidal thoughts
- Have frequent STIs, pregnancy scares, or terminations

### **The DSL will consider the following factors when managing an incident of child on child abuse:**

- Protect identity during the process of investigation
- Record concerns clearly (facts only)
- Risk Assessment (of the victim, the alleged perpetrator and the other children)
- Response to concerns or disclosures
- Consider options to manage the report (manage internally, Early help, referrals to social care and the police) Decide if a referral to Children's Social Care is needed
- Supporting the victim and the perpetrator and families
- Online grooming is also CSE — treat it seriously.
- Always act — don't wait for proof. Early action can protect a child from serious harm.

### **6.8 So-called honour based abuse (HBA) and Forced Marriage**

HBA is a form of abuse carried out in the name of protecting a family or community's "honour."

It includes:

- Female Genital Mutilation (FGM)
- Forced marriage
- Breast ironing
- Other harmful practices aimed at controlling behaviour, especially of girls
- All forms of HBA are abuse, regardless of cultural justification or family beliefs.

### **Forced marriages**

Happens when someone is pressured, threatened, or abused into getting married.

- Can affect anyone – boys, girls, and adults – from any background.
- It is illegal in the UK, even if the person is under 18 and seems to agree.
- It is considered a form of domestic abuse and a violation of human rights.

### **Key Reminders**

- Do not attempt to investigate or speak to the family yourself
- Take any disclosure seriously, even if it sounds vague or indirect
- Remember that early reporting may save a life

### **6.9 Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) involves the partial or total removal of external female genitalia, or injury to female genital organs. If a teacher discovers (not just suspects) that a girl under 18 has had FGM, they must report it to the police. **This is a legal duty, not a choice.**

**It is:**

- Illegal in the UK
- A form of child abuse
- A cause of serious physical and emotional harm
- Most at risk for girls under 18, especially during school holidays

### **Possible Signs of FGM**

You might notice a girl:

- Is anxious, withdrawn, or depressed
- Has a sudden drop in school performance or motivation
- Misses lessons, especially for long periods in the bathroom
- Is avoiding PE or swimming
- Has friends who express concerns
- Appears fearful about upcoming holidays (particularly summer)

### **School Actions**

- To help protect students:
- Talk about FGM openly and respectfully
- Ensure pupils know it is illegal and wrong, and they are protected by law
- Raise awareness through lessons (e.g. PSHE, SRE) and staff training
- Provide private spaces for pupils to seek help or advice

### **What DSL/DDSL Must Do**

- If FGM is suspected or confirmed:
- Refer immediately to Children's Social Care and the Police
- Explain to the pupil why a referral has been made
- Ensure the pupil is safe and supported
- Consider the risk to siblings or other girls in the family

### **Staff Must NOT:**

- Examine the pupil
- Dismiss or ignore the concern
- Delay reporting
- Treat it as a family matter
- Speak to the family or community about it before authorities act

### **After Reporting**

- Agencies will work sensitively with the family and community
- The girl should be offered medical care and counselling
- Other girls at risk will also be identified and protected

### **6.10 Radicalisation and Extremism** (refer to the Radicalisation and Extremism Policy)

Radicalisation is when someone is influenced to adopt extreme views or support terrorism.

This could involve:

- Far-right extremism
- Religious extremism
- Animal rights or political extremism
- Rejection of core British values (democracy, rule of law, tolerance, liberty)

### **The 'Prevent' Duty**

Since July 2015, schools have a legal duty to help stop children being drawn into terrorism. This means:

- Spotting signs early
- Teaching pupils to think critically and respectfully
- Keeping pupils safe online

Debating controversial ideas is allowed — but staff must act when there's a real concern.

#### **Factors that make a student vulnerable / risk factors**

- Pupils may be at risk of radicalisation if they:
- Are influenced by peers, family, or online groups
- Have experienced crime, bullying, or discrimination
- Show signs of low self-esteem or identity crisis
- Express strong grievances or hateful views
- Are becoming withdrawn, secretive, or angry

#### **School supports students and staff by ensuring:**

- Pupils are taught critical thinking and respect through PSHE, debates, and wider curriculum
- All DSL/DDSLS are Prevent-trained
- DSL/DDSLS provides staff with briefings and advice
- Internet access is filtered to block extremist material
- Pipworth follows local safeguarding procedures and Sheffield's Prevent strategy
- Staff regularly talk about 'vulnerabilities' of pupils in our community, including recognising Radicalisation as a safeguarding issue
- Early action is taken to prevent harm

Staff and volunteers in all agencies must make a referral to Children's Social Care if they believe or suspect that a child is suffering or likely to suffer **Significant Harm**, including possible exposure to radicalisation and extremist views.

If a student might be at risk the DSL/D will refer this immediately to Children's Social Care and if necessary, Children's Social Care & the Police will hold a 'Strategy Meeting' to discuss the concerns & involve other services as required.

#### **6.11 Modern Day Slavery**

Modern slavery is a form of child abuse. It includes:

- Child sexual exploitation (online or in-person)
- Child criminal exploitation (e.g. county lines, pickpocketing, begging)
- Forced labour (e.g. being made to work or beg)
- Domestic servitude (e.g. being forced to cook, clean, or care for others)
- Child trafficking – moving children for the purpose of exploitation (within the UK or internationally)
- Children may be enslaved in their own homes, not just trafficked.

#### **Children who are particularly vulnerable to modern slavery might be:**

- Unaccompanied children (without parents or guardians)
- Orphans or children in care
- Children excluded from school
- Children living with non-relatives or unrelated adults
- Children from refugee, displaced, or disadvantaged families

#### **Warning Signs**

A child may:

- Look anxious, fearful, or withdrawn

- Miss school regularly
- Seem injured, exhausted, or have poor hygiene
- Be involved in sexual activity or show inappropriate behaviour
- Have no friends of their own age
- Be doing lots of housework or adult responsibilities with no free time
- Use substances or have STIs/pregnancy
- Talk about their situation in a way that doesn't make sense or keeps changing

#### Key Points

- Slavery = abuse, even if the child seems to “agree” or doesn't speak up
- Children rarely disclose clearly – trust your instincts
- Look for patterns and behaviours, not just single incidents
- The DSL may refer to the National Referral Mechanism (NRM) – this helps victims of trafficking get the support and protection they need

## **7. Creating a safe environment**

### **7.1 The Design of the Personal Development and Well-Being Curriculum**

At Pipworth Community Primary School, we ensure children are taught how to stay safe through both the curriculum content and the way it is delivered.

#### **Personal, Social, and Health Education (PSHE)**

In PSHE and related subjects, children learn about:

- Drugs and alcohol awareness
- Sex and relationships education (RSE)
- Physical and mental health
- Conflict resolution
- Stranger danger
- Staying safe online
- How to ask for help
- Children are encouraged to ask questions, discuss real-life situations, and explore how to make safe choices.

#### **Safety in All Subjects**

Teachers promote safe behaviour and awareness across all areas of the curriculum, including:

- PE – safe use of equipment and personal space
- Science & technology – safe handling of tools and materials
- Health & wellbeing – understanding physical and emotional safety

#### **Visitors in School**

We welcome visitors with the correct safeguarding clearance to help enrich learning and promote safety:

- Police officers
- Fire service
- Internet safety trainers
- Substance misuse educators

#### **Trips & Visits**

- Risk assessments are always completed by the trip leader
- Pupil/adult ratios are planned according to the risk
- All trips are approved by the Headteacher
- Safety briefings and appropriate supervision are in place throughout

### **7.2 Positive mental health and well-being** (refer to the Positive Mental Health and Well-Being Policy)

At Pipworth Community Primary School we are committed to promoting a safe, supportive environment that helps everyone learn, grow, and feel secure, even when mental health challenges are present (for pupils, staff and families inclusive). To achieve this we:

- Follow clear health and well-being policies
- Create a safe, stable environment that supports everyone's emotional needs
- Provide access to practical help and emotional support
- Work with external professionals (LA, NHS, Police, FIS, Early help)
- Have a school-based clinical psychologist
- Staff are Trauma Informed and Positive regard practitioners who are empowered to respond effectively to mild to moderate mental health problems.

If there are concerns about a pupil or family, this should be referred to the DSL/DDSL for further investigation and support.

### **7.3 Equal opportunities** (refer to the Equal Opportunities Policy)

At Pipworth Community Primary School, we believe every child deserves to:

- Be treated fairly
- Have equal access to learning and opportunities
- Feel safe, valued, and included
- We actively promote equality, diversity, and inclusion for all pupils and staff.

This means in all pupils, regardless of background, ability, or needs, are given support so that they have the same opportunities to learn and succeed.

### **Pupils with special needs or disabilities are supported with:**

- Tailored programmes
- Informed parents
- Adaptations to access the curriculum

### **Protected Characteristics**

Every effort is made to ensure full inclusion in all lessons and activities, with children being supported to participate fully regardless of:

- Race
- Religion
- Gender
- Sexual orientation
- Disability

Other protected characteristics (as defined by the Equality Act 2010)

### **Anti-Racism and Inclusion**

The school promotes racial equality and harmony, with racism actively challenged through:

- The RE, PSHE, and Citizenship curriculum
- Discussions that explore bias and raise awareness
- Visitors and role models from diverse backgrounds
- We follow an effective anti-racist policy, supported by LEA guidance.

### **7.4 Behaviour and Support policy** (refer to the Behaviour and Support Policy)

At Pipworth Community Primary School, we believe that positive behaviour is essential for a safe, respectful, and productive learning environment.

We:

- Have high expectations for behaviour
- Promote our school values at all times

- Celebrate and reward good behaviour
- Provide clear expectations and consistent routines

Staff use a range of rewards to encourage positive behaviour (e.g. praise, certificates, recognition in assemblies). When necessary, sanctions are used to ensure the safety and wellbeing of all pupils.

### **Our emphasis is always on positive reinforcement**

- Pupils are helped to understand their actions, take responsibility, and make better choices next time
- Support is tailored to the individual, especially for pupils with additional needs

### **7.5 Anti-Bullying Policy** (refer to the Anti-Bullying Policy)

The school's definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others."

The school's response to this is unequivocal. Bullying is not tolerated under any circumstances.

**Adults must be informed immediately and action will take place.**

### **All reports are followed by a clear process of:**

- Investigation
- Communication with those involved
- Appropriate action and support

### **What We Tell Pupils**

"Silence is the bully's best friend."

We encourage pupils to speak up, whether they're a victim or a witness.

### **What to Expect**

Bullying is rare at Pipworth, but when it happens, we:

- Act quickly
- Support the victim
- Challenge the behaviour
- A more detailed Anti-Bullying Policy is available from the school office.

### **7.6 Use of touch to support children**

At Pipworth Community Primary School, touch may be used:

- Sensitively and professionally
- Only when it is appropriate, necessary, and respectful
- With awareness that not all children are comfortable with physical contact
- When in doubt, verbal support should be used instead.

### **Acceptable Uses of Touch**

Touch may be used for:

- Greeting or socially connecting (e.g. handshake, high-five)
- Guiding during transitions, activities, or PE sessions
- Supporting play, particularly for younger or early-development children
- Delivering therapeutic support (e.g. physiotherapy)
- Providing emotional reassurance (e.g. a comforting hand on the shoulder)
- Intimate care duties (e.g. changing, washing), following policy
- Giving physical help to pupils with disabilities
- Protecting a child from harm or danger (e.g. stepping into a road)

- Managing challenging behaviour, including safe physical intervention, in line with the Positive Handling Policy

### **Key Expectations for Staff**

- Always use empathy and professionalism
- Be mindful of the child's preferences and personal boundaries
- Keep touch brief, purposeful, and non-intrusive
- Use touch to support learning, safety, or well-being—never as discipline
- Follow all policies, especially for intimate care and positive handling

### **7.7 Under 5s**

Under 5s safeguarding key Contacts:

- DSL: Maria Jackson-Brown (Deputy Head)
- Foundation Stage Coordinator: Sharon Mitchell
- Learning Mentor: Ibrar Azam

### **Foundation Use of touch to provide emotional support**

Use of touch to provide emotional support is a normal part of caring for young children, but it must be:

- Safe for both pupil and adult
- Professional
- Child-sensitive
- Purposeful

### **Key Principles**

- Children should feel emotionally supported, not rejected
- Staff must balance care with clear boundaries
- Always report unusual or repeated physical contact
- When in doubt, seek advice from a senior colleague or the DSL

#### **1. Sideways-On Hug**

- Stand or sit side-by-side with the child
- Place your hands gently on the child's shoulders
- Avoid front-on hugs
- This approach is comforting and reduces risk of misinterpretation

#### **2. If a Front-On Hug Happens**

- Gently redirect the child's hands
- Aim to move into a hand-holding or shoulder contact position
- Stay calm and supportive
- Hand-Holding
  - o Acceptable when it is child-led and compliant
  - o Not acceptable if used to control movement – this would count as restraint

### **Discouraged Behaviour**

#### **1. Lap-Sitting**

- This is not encouraged
- Teach children to seek comfort through:
  - Sideways hug
  - Holding hands
- If a child tries to sit on your lap, ask them to sit or stand next to you instead

#### **2. Distressed or Controlling Physical Contact**

- If a child clings to you (e.g. front-on hug, lap-sitting, intense physical hold):

- Stay calm and supportive
- Tell a senior staff member
- You may be asked to record the incident to monitor patterns of behaviour or emotional distress

If a child frequently seeks physical closeness in ways outside this guidance (e.g. climbing into laps), report this to a senior staff member. You may be asked to record the incident to monitor for emotional distress or behavioural patterns.

### **Statutory Guidance for Under 5s**

Staff must:

- Inform a manager if they are taking any medication or have an illness that could affect their ability to care for children
- On sunny days, help children apply their own sun cream (only the one provided by parents)
- If they don't bring any, they should remain mostly indoors
- Follow the Intimate Care Policy when supporting children with toileting needs

### **7.8 Safeguarding Adults**

Staffs sometimes have concerns about someone who is over 18 years who is involved with a pupil at in our setting or who is a pupil themselves. The duty to safeguard applies to an adult who:

- Is involved with a pupil (e.g. a parent, carer, sibling, or family member)
- Is a pupil themselves, if they are 18+
- You have a duty to act if the adult:
- Needs care and support
- Is experiencing or at risk of abuse or neglect
- Cannot protect themselves because of their care or support needs

If you're concerned about a vulnerable adult:

- Speak to the DSL or Deputy DSL immediately
- Do not delay — concerns must be taken seriously
- Do not investigate or confront the individual

The DSL / Deputies will obtain the necessary information to make an informed referral to Adults safeguarding (tel. 0114 2736870), they will document the incident and any actions in writing and keep in the related child's safeguarding file.

### **7.9 Health and Safety** (refer to the Health and Safety Policy)

Pipworth Community Primary School takes the health and safety of pupils, staff, and visitors very seriously. We follow a clear policy that is available in school for staff to access and reviewed annually.

### **Roles and Responsibilities**

- The Headteacher and Deputy Head are trained Fire Officers
- The Buildings Officer, Governors, and LA guidance help assess and manage risks

**Staff must report any health and safety concerns to:**

- The Headteacher / Deputy Head
- A member of the Senior Leadership Team
- Buildings Officer
- Health & Safety Governor

**The Buildings Officer will assess the issue and arrange any necessary action.**

**Safety Drills** are carried out termly fire drills ensure everyone knows how to evacuate safely

The school conducts:

- An annual Fire Risk Assessment
- A lockdown drill to prepare for emergency situations
- A Critical Incidents Plan outlines what to do in major emergencies (for both staff and parents)

### **7.10 First Aid** (refer to the First Aid policy)

#### **General First Aid Procedures**

In the event of an accident resulting in injury:

- The closest member of staff present will assess the seriousness of the injury and seek the assistance of a qualified first aider, if appropriate, who will provide the required first aid treatment
- The first aider, if called, will assess the injury and decide if further assistance is needed from a colleague or the emergency services. They will remain on scene until help arrives
- The first aider will also decide whether the injured person should be moved or placed in a recovery position
- If the first aider judges that a pupil is too unwell to remain in school, parents will be contacted and asked to collect their child. Upon their arrival, the first aider will recommend next steps to the parents
- If emergency services are called, Kay Hutton and Jackie Procter (who are supported by Maria Jackson-Brown (deputy head and DSL)) will contact parents immediately.

Kay Hutton and Jackie Procter are supported by Maria Jackson-Brown (deputy head and DSL)) Amena Hoyland will complete an accident report form on the same day or as soon as is reasonably practical after an incident resulting in an injury.

All incidents that occur on school-site **MUST** be recorded on Smartlog, irrespective of whether the parent/carer is in attendance. Records are made available to the head teacher so that the safety of the site and effectiveness of procedures can be monitored.

Smartlog reports will include:

- Cause of the injury
- Nature of the injury
- Location of the incident
- Treatment of the injury
- If appropriate, well-being of the child
- If the parent/carer has been contacted or if an attempt has been made

#### **EYFS-Specific Procedures –**

- If a child arrives with a pre-existing injury, parents must complete a form to explain what happened
- On school trips, there will always be at least one first aider with a valid paediatric first aid certificate, as required by the EYFS framework.

Exception: Sports events (where venue provides first aiders)

### **7.11 Pupil medicines** (refer to the Managing medicines and medical conditions policy)

Children who require lifesaving medication such as an epi-pen, insulin etc these will be stored in the **medical aid** room and held by the teacher in charge of the visit.

- Staff do not administer medication
- Parents are welcome to come to school to give medicine themselves

#### **When Pupils Take Medication at School**

Only permitted if:

- It's doctor-prescribed

- The pupil's name is clearly labelled on the medication
- The school deems the child responsible enough
- A parent completes and signs the Medication Permission Form
- A trained first aider may supervise the child self-administering

### **Care Plans**

For pupils with medical conditions:

- An individual Care Plan will be in place
- Includes: emergency contacts, symptoms, and instructions
- Saved in the 'Care Plans' folder on the staff drive
- Shared with all relevant staff

### **Asthma Care Plans**

Each pupil with asthma will have their own Asthma Care Plan and parents/carers will be alerted via the Smartlog system when a pupil has accessed their inhaler in the school day.

### **Staff will**

- Ensure pupils take inhalers on trips and visits
- Record the date and time the inhaler is used and inform the Office upon return to school

### **Intimate or Sensitive Care**

- Always approach with sensitivity and professionalism
- Parents are usually called immediately to be involved
- For ongoing issues, follow the Continence and Changing Soiled/Wet Children Policy

### **7.12 Staff medicines**

- Storing Medicines - All staff must keep personal medication locked away and out of reach of pupils at all times.
- Medical Conditions – If you have a serious medical condition, you must inform a member of the Senior Leadership Team (SLT) to safeguard you, your colleagues, and the pupils.
- If needed, the SLT will complete a risk assessment and create a staff care plan to support your health needs at work.

### **7.13 Site security**

Pipworth Community Primary School aims to maintain a secure and safe site for all pupils, staff, and visitors. Everyone must follow site rules to help keep the school safe.

All doors must stay closed to prevent unauthorised entry, but still allow safe exits

### **Visitors, volunteers, and students must:**

- Enter through the main entrance
- Sign in at the front office
- Wear a lanyard at all times
- Lanyard colour guide:
  - o **Blue** = school staff – full access
  - o **Black** = school Governors – full access
  - o **Green** = visitors with a DBS – full access
  - o **Red** = visitors without a DBS – must be escorted at all times

### **Parents and Carers may only enter beyond reception by:**

- Staff arrangement
- Or to attend a scheduled school event

**Children may only go home with:**

- Someone who has parental responsibility
- Or someone with confirmed permission

**Classroom and Site Checks**

- Empty classrooms = windows must be closed
- Children must never leave the site alone during school hours unless authorised (e.g. older pupils with written parental permission)

**If a child leaves the school without permission**

- Do NOT chase the child
- Immediately inform the school office
- The office will contact parents and the police

**7.14 Welcoming visitors**

Visitors with a professional role i.e. Family Intervention Service (FIS) staff, the School Nurse or members of the police already have relevant clearance but the office will check identification before admittance is granted and a note made of anyone entering without clearance. (See also Site Security). All adults in the building are required to wear a lanyard (colours as previously stated).

**7.15 Mobile phones, photographing, videoing and acceptable use** (refer to the Online Safety and Social media Policy and the Acceptable User Agreements)**Mobile phones in school**

- Pupils must turn off their mobile phones and hand them to their teacher at the start of the day.
- Phones are locked away and returned at home time.
- No phone use is allowed during the school day.
- All communication between pupils and families must go through the school office:
- ☎ 0114 239 1078
- **School accepts no responsibility for phones brought into school.**

**Photos, Videos, and Online Safety**

Pupils are taught the risks of sharing images online, including:

- Legal consequences
- Harm or embarrassment
- Loss of privacy

Any concerns about a child's online behaviour must be reported to the DSL.

**Rules for Staff**

Image Use – Staff must only use school devices (not personal phones) to take photos or videos.

Images may be used:

- On school platforms (website, Facebook, Instagram)
- For celebrating achievements or supporting learning

**Images are always:**

- Taken when parental consent has been given admission or via a signed permission slip
- Photos for external use (e.g., website, publications) must be anonymous, unless specific permission is given.
- Of children who are appropriately dressed
- Taken in a way that is respectful and responsible
- Shared only with parental permission
- Staff must be visible in photos with children (e.g., hands on shoulders or clearly shown)

**Parents must not:**

- Take photos or videos at school events involving other pupils
- Use mobile phones anywhere on school premises

**Staff Mobile Phone Use**

- Staff must not use personal phones during lessons
- If phone use is needed during teaching time, ask permission from a member of SLT

**7.16 Monitoring and filtering (refer to the online safety policy) - working the Headteacher and school Governors, Ekte will ensure that the DfE [filtering and monitoring standards](#) are met as follows:**

Age-appropriate **filtering** is in place for both staff and pupils to enable school to monitor online access and respond quickly to any safeguarding concerns, this includes access to content derived from Generative Artificial Intelligence (AI). Internet use is monitored through Archive Directories that are organised by:

- Staff roles
- Year groups

**Monitoring System**

All staff have agreed and signed to acknowledge monitoring by 'Iboss', this is monitored regularly or when alerts signal potentially activity of concern. The DSL (Designated Safeguarding Lead) and Head teacher has full access to Ekte's monitoring system.

**This system:**

- Tracks and checks internet use by staff and pupils
- Sends alerts when potentially concerning content is accessed
- Helps the DSL investigate and respond to incidents quickly
- The filtering and monitoring system is reviewed regularly to ensure it is effective

**The DSL and Headteacher regularly:**

- Review alerts
- Investigate concerning behaviour
- Check usage reports for each domain monitored by Ekte

**If inappropriate content is discovered:**

- Report it immediately to the Safeguarding Team
- Do not ignore concerning activity — even if accessed by accident

**7.17 Attendance, children missing from education and elective home education** (refer to the Attendance Policy)**Attendance Expectations**

- Excellent attendance is expected for all pupils.
- If a child is ill, parents must call school immediately.
- If no contact is made, school will phone home to check the child's whereabouts.
- Each pupil should have four emergency contacts on file.
- If fewer are available, staff will agree a clear contact plan with the family.

**Absence Procedures**

On Day 1 of absence, follow the Attendance Policy procedures.

If the family has additional needs and cannot be contacted:

- A home visit is carried out
- If no response, staff will contact police or PCSOs to request a welfare check

### **Working with Other Agencies**

- The school works closely with the Attendance and Inclusion Team.
- Concerns about attendance or punctuality are shared with the Local Authority (LA).
- Legal action may be taken where attendance is poor and not improved.
- Term-time holidays are not authorised unless approved as exceptional by the Headteacher.

### **Children Missing from Education (CME)**

A child is considered "missing from education" if:

- They are not on roll at any school and
- Have been out of education for a substantial period of time

### **School Responsibilities**

Notify the Local Authority if:

- A pupil is being removed from the register (non-standard transition)
- A new pupil is added (within 5 days)

Provide:

- o Child's full name
- o Address
- o Parent contact details
- o Destination school

### **Triggers for CME Referral**

- A child is absent for 10 days after an authorised absence, or
- A child has 20 days of unauthorised absence

### **In both cases, school must:**

- Notify the Sheffield CME Team
- Continue to investigate unexplained absences
- Wait for CME team advice before removing from the register

### **Elective home education**

Elective Home Education is when parents choose to educate their child at home instead of sending them to school. It applies to children aged 5 to 16.

### **What Parents Must Do**

- o Inform the school in writing if they intend to home educate
- o Once notified, the school will inform the Home Education Team

### **The team will then:**

- o Request details of the planned curriculum
- o Arrange a home visit
- o Request annual updates on the education being provided

If the education at home is found to be unsuitable, the local authority may issue a School Attendance Order (SAO) which legally requires the child to attend a named school.

Children with special educational needs or disabilities (SEND) can be home educated, however, consent from the Home Education Team is required.

### **7.18 Special Educational Needs and Disabilities (SEND)**

Many forms of SEND are invisible. Pupils with SEND having increasing vulnerabilities because they might:

- Be more trusting or dependent on others
- Struggle to explain or understand what is happening to them
- Be less likely to recognise abuse
- Experience isolation or bullying more frequently

Signs of abuse might also be missed or dismissed. Always use professional curiosity: think 'why' or 'what might be going on here?'

### **8. Safer recruitment and induction of staff and visitors** (refer to the Safer Recruitment Policy)

At Pipworth Community Primary School, we are committed to safer recruitment to protect children from harm. All new adults working or volunteering in school receive a Safeguarding Induction from the Designated Safeguarding Lead (DSL).

This includes:

- o The Safeguarding and Child Protection Policy
- o Procedures for reporting concerns
- o Online Safety, including filtering and monitoring systems
- o Key Health and Safety expectations

#### **8.1 Newly appointed staff**

All staff appointed to work in school must undergo **identity** and **criminal record checks** through the **Disclosure and Barring Service (DBS)**. This is to ensure there are **no previous safeguarding concerns or allegations**. If any concerns are identified through the DBS check, the **Headteacher** and **Personnel Committee** will review the information carefully before making a final decision about the appointment.

- o The Headteacher sits on all panels for external applicants.
- o The Headteacher, Deputy Heads, and Governors involved in recruitment have completed Safer Recruitment Training.
- o Online searches are conducted for all shortlisted candidates as part of safer recruitment checks.

All new staff receive the staff handbook, a safeguarding induction from the DSL and an overview of the school behaviour policy.

**Each new staff member is assigned a mentor to help them:**

- o Understand policies and procedures
- o Settle into their role
- o Safeguard pupil and staff safety

#### **Temporary and Supply Staff**

Are given the school handbook, including:

- o Key safeguarding policies
- o Procedures for reporting concerns
- o Contact details for the Designated Safeguarding Lead (DSL)

#### **8.2 Volunteers** (refer to the Visitors and Volunteers Policy)

DBS and Safeguarding Requirements

**Volunteers with regular contact with pupils must have:**

- o A full DBS check
- o A safeguarding induction

- o For short-term or low-risk activities (e.g. one-off school trips), the school may carry out a “99 check” by phone, provided the volunteer is not supervising children.

**For any situation where a volunteer:**

- o Has extended or unsupervised contact with pupils
- o Is present within the school building regularly
- o A full DBS check is required (processed by the school office)
- o No Exceptions- Visitors or volunteers without clearance must never be left alone with a child or group of children.

**Student Volunteers**

Their place of study must send a letter of assurance confirming:

- o All safeguarding checks have been completed
- o This letter is required before the placement can begin

The place of study for student volunteers will be expected to provide a letter of assurance that all checks have been completed before they can start their placement.

**9. Whistle blowing** (refer to the Managing Allegations against staff Policy)

If a staff member has concerns about anyone working or volunteering in school — including external providers like sports coaches — **they must report it.**

**All concerns or allegations should:**

- o Be reported to the Head Teacher verbally as soon as possible.
- o Be followed up with a written statement.
- o If the allegation involves the Head Teacher, report it to the Chair of Governors.
- o If it involves a school Governor, report it to the Head Teacher.
- o Be handled with sensitivity and confidentiality.

The school follows the Local Education Authority’s Whistleblowing Policy, which is available on request.

**9.1 Allegations made against adults in school**

Allegations made against an adult in school (including visitors, volunteers, or agency staff), will be:

- Handled by the Head Teacher (with support from the Designated Safeguarding Lead).
- If it's about the Head Teacher, the Chair of Governors takes over.
- If it's about a Governor, the Head Teacher handles it.
- Responded to quickly, fairly, and consistently — keeping the child safe while also supporting the adult involved.
- Carefully recorded by the Head Teacher or DSL, including decisions, actions, and any contact with agencies like the LADO, HR, or police.
- Reviewed afterwards to identify lessons learned and ways to improve support for both staff and pupils.

**Allegations/concerns are split into two levels:**

The DSL will work with the Head teacher to assess the incident and, if required, consult with the LADO for advice.

**1. Allegations that meet the threshold of harm**

- These are more serious concerns that may indicate a risk of harm.
- The Head Teacher or DSL must contact the LADO within one working day.
- The LADO helps decide the next steps, based on the nature and context of the concern.
- Only child protection issues are discussed with the LADO — employment matters go through HR.

## **2. 'Low level concerns'**

- These are less serious concerns (e.g. unintentional behaviour or comments, such as humiliation).
- The Head Teacher may seek HR advice to decide the appropriate response.
- A letter of advice may be given to the staff member involved.

## **10. Serious Case Reviews**

A Serious Case Review is carried out when a child dies or is seriously harmed, and there are concerns about how agencies worked together (under Section 17 of the Children Act 1989).

### **At Pipworth Community Primary School, we:**

- Use the findings from SCRs to review and improve our policies and practices.
- Ensure all staff are updated on national and local safeguarding issues.
- Share lessons learned to strengthen how we protect children.

### **The Designated Safeguarding Lead (DSL) is responsible for:**

- Informing staff of key messages from SCRs and other safeguarding reviews.
- Using this information to help ensure effective safeguarding across the school.
- We value learning from past cases to improve how all agencies safeguard children and young people.

Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

### **The SCR Subcommittee has highlighted key areas for professionals to improve:**

- Key Practice Improvements for All Professionals
- Gather, share, and record information accurately
- Understand the full context and history of the child and family
- Analyse all information critically

### **The SCR subcommittee has identified a number of practice developments for professional including:**

- Information gathering, sharing and recording
- Assessing the complete circumstances of the child and family, including their history
- Critically analysing all information
- Ensuring the needs of the child are paramount above those of the parents
- Seeing a child at home and where they sleep

### **Learning for schools from SCRs and SILRs:**

- Appropriate representation is needed at key meetings, such as Child Protection Conferences
- Effective multi-agency working
- Working SMART(ly) with children and young people
- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practises
- Staff to be reminded of a code of conduct and staff to operate by one

## **11. Appendix**

### **11.1 Lessons learned in summary...**

**In 2023 we learned that:**

**Teenagers** have increased vulnerability as a result of missing from school and home, gang culture, poor communication and blurred lines of the responsibilities between agencies such as youth justice, child protection plan and home education.

**In 2012 we learned that:**

**Babies** are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment

**Teenagers** – a quarter of all SCRs/SILRs have been about serious injury or death of a teenager, issues include:

- Suicide/self-harm
- Child sexual exploitation (CSE)
- Offending behaviour
- Missing from school, home or care
- Difficult to engage

**Parents** – the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility / non-engagement
- Disguised compliance
- Violent men

**In 2013/14 we learned that the common themes were:**

- Domestic abuse
- Substance misuse
- Vulnerabilities of older teenage children
- Suicide / self-harm
- Shaken babies/youngsters
- Disguised compliance from parents / carers
- Agencies should be consulted before closing cases
- Risk to children should be assessed when in contact of perpetrators of domestic violence
- Not to have overoptimistic or unrealistic expectations of improvements seen if made as it is not likely reflective of past or current risk

**We learned to:**

- Frontline staff in universal services that come into contact with children and families must establish who are the key figures in a child's network and record these.
- Agencies responding to incidents and concerns about domestic abuse should use a consistent model of risk assessment (e.g. consistent application of the DASH).

**In 2019 we learned:**

- Professionals should approach cases with curiosity and an open mind, verify information, and understand the child's perspective.
- Collaborative working across agencies is vital, including engaging all key caregivers and using Team Around the Family meetings.
- Be proactive in information sharing, understand your agency's guidelines, and use diverse communication methods beyond just office phones.

## **11.2 External Safeguarding agencies contact details:**

- LADO AND PREVENT (Local Authority Designated Officer):
  - 0114 2734850, email LADO@sheffield.gov.uk
- DfE- web link to access all local authority's reporting webpage [Report child abuse](#)
- Police - non-emergencies: 101, Emergencies 999
- CEOP: 0370 496 7622
- NSPCC National helpline: 0808 800 5000
- Child line: 0800 11 11
- Sheffield Safeguarding Hub: 0114 2734855
- Social Care – The South Area Team: 0114 2037463
- FIS: 0114 2037485
- CHANEL helpline: 020 73407264