



# Safeguarding & Child Protection Policy September 2025

Senior DSL: Mr Simon Kaufman  
Safeguarding Governor: Mr Lee Swift

## *Our Vision*

### **Preparing for Life's Big Adventures**

***At Dodworth St John the Baptist Primary Academy, we prepare our pupils for the adventures life brings. By fostering respect, curiosity, and teamwork, we aim to nurture individuals who will contribute positively to their community and the wider world.***

***Together, we build a legacy of pride, purpose, and possibility for the future.***

Our vision is rooted in the Christian principles of **guiding** kindness, honesty, and unity, (Mark 1:3: "Prepare the way for the Lord, make straight paths for Him" from **John**, who pointed the way)



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# Safeguarding and Child Protection Policy

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Reviewed by:	
Designated Safeguarding Lead Date: September 2025	Simon Kaufman
Deputy Designated Safeguarding Lead Date: September 2025	Misha Carter
Deputy Designated Safeguarding Lead Date: September 2025	Sarah Wood
Deputy Designated Safeguarding Lead Date: September 2025	Laura Harper
Nominated Safeguarding Governor Date: September 2025	Lee Swift

# PART A

## 1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolios and approach. All of the relevant policies can be found on our school website.

This policy should be read alongside *Keeping Children Safe in Education (2025)*, *Working Together to Safeguard Children (2023)*, the *Prevent Duty Guidance (2023)*, and *Information Sharing Advice for Safeguarding Practitioners (2024)*. For local context, the Academy follows the Barnsley Safeguarding Children Partnership (BSCP) procedures, including the *Thresholds for Intervention and Early Help Toolkit*, the *Online Procedures Manual*, and the *Escalation Policy*. Where national and local guidance differ, the more stringent requirement will apply.

This policy applies to all staff, Trustees, governors, contractors, and volunteers. All must read Part 1 (or Annex A) of KCSIE 2025 and follow this policy.

### Related safeguarding portfolio policies/procedures:

- GDPR
- Relationships, Sex and Health Education
- Supporting students with a medical condition
- Staff code of conduct incl low level concerns
- Educational Visits risk assessments
- Attendance/uncollected child
- Tackling bullying
- SEND
- First Aid/sick children
- Personal and intimate care
- Complaints procedure
- Whistleblowing
- Safer recruitment
- Managing allegations
- Grievance and disciplinary
- Complaints
- Exclusions

It should be considered alongside Health and Safety legislative requirements [Health and safety: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/health-and-safety-advice-for-schools)

The school's safeguarding arrangements are inspected by Ofsted Inspecting Safeguarding in early years, education and skills settings.

### Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- Safer children make more successful learners
- Representatives of the school community will be involved in policy development and review
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.
- Actions will be taken in the best interests of the child.

### **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment, maintaining a culture of vigilance, where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

### **Safeguarding is:**

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

### **Policy principles:**

- Welfare of the child is paramount; actions will be taken in the child best interests.
- All children, regardless of sex, race, religion/belief, disability, sexual orientation, gender reassignment, pregnancy/maternity, have equal rights to protection
- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or allegation that may suggest a child is at risk of harm.
- There is a culture of vigilance, transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Pupils and staff involved in child protection issues will receive appropriate support

### **Policy aims:**

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

The procedures contained in this policy apply to all staff and governors and are consistent with those of the;

Barnsley Safeguarding Children Partnership  
[Barnsley Safeguarding Children Partnership](#)

We will engage locally with Barnsley Safeguarding Children Partnership (which includes the 3 key partners of Police, Local Authority and Health) including taking part in the annual safeguarding audit and training offer.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We will ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We recognise, welcome and respect diversity.

### **Coronavirus**

We recognise that the recent global Covid-19 pandemic and other world events have had a significant and ongoing impact on some of our pupils and increased pressure on our safeguarding staff. It is recognised that Covid lockdowns have been a highly vulnerable time for children and families. We understand that poor behaviour may be a sign of trauma. The school outlines the continued support offered in this policy.

**If it is called upon, we would revert to our systems outlined in our Remote Learning Policy. Home visits and the attendance of vulnerable children become the utmost importance.**

Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three to four times more likely to be abused. Five children in an average classroom have a diagnosable mental health condition. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse and mental health concerns. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse, both inside (e.g. bullying or staff grooming behaviours) and outside the school and understand the procedures for reporting their concerns. We will create an open transparent culture and environment where staff and students feel safe and can raise any issues. Staff will be supported to be professionally curious with regards to safeguarding matters and to use a restorative approach when working with children, families and other agencies. The school will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.

## **Terminology**

**Child/Children** includes everyone under the age of 18.

### **Safeguarding**

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Early Help** providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

**Early help Assessment** All Early help assessments offer a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments require consent and should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from early help assessments may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however this is not a pre-requisite for making a referral in emergency circumstances. **CAF** – Common Assessment Framework is one form of early help inter-agency assessment. Signs of Safety -3 column and scaling is another example. Any Early help assessment can be used in Barnsley.

**EIP Service** – Early Intervention and Prevention Service

**TAC/F/S/EY** Team around Child/Family/School/Early Years

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Parent** refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.

**LADO – Local Authority Designated Officer** a post in the local authority, to coordinate and manage allegations against staff.

**Social Care MASH** – Barnsley's children social care/Family services/Integrated Front Door/Multi Agency Safeguarding Hub

**CAMHS** Child and Adolescent Mental Health Service

**BSCP** Barnsley Safeguarding Children Partnership.

**Signs Of Safety** – an approach to family intervention work, used across the Continuum of Need.

**Restorative Approach** – using language and skills to reduce conflict and foster relationships in order to help people reach sustainable solutions to problems. This is the overarching aim of any work and training in Barnsley district.

## 2. Safeguarding Legislation and Guidance

### **The Children Act 1989 and 2004**

Provides the overarching framework for care and protection of children.

### **Education Act 2002**

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Education (Independent Schools Standards) Regulations 2014 require independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The same applies through the Non Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009

**Working Together to Safeguarding Children (2023)** covers the legislative requirements and expectations on all services working with children to safeguard and promote the welfare of Children. The three safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Keeping Children Safe in Education (2025)**

Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This publication includes the guidance on Sexual Violence and Sexual Harassment between children in schools and colleges.

[Keeping children safe in education 2025](#)

**All staff should read and confirm understanding of Part One and Annex B and staff can find a copy on *the policies wall and on the school website*.**

### **Prevent Duty Guidance – England and Wales**

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.

[Prevent duty guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Protecting children from radicalisation: the prevent duty - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Information Sharing Guidance 2024**

Information sharing advice for safeguarding practitioners;

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Sharing nudes and semi nudes guidance for school/college 2024**

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Teaching Standards**

The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

### **Counter Terrorism and Security Act 2015**

Section 26 Applies to schools and other providers;

To have due regard to the need to prevent people being drawn into terrorism.



### **Serious Crime Act 2015**

Includes the mandatory reporting of FGM.

### **Equality Act 2010**

**Schools/Colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (protected characteristics) and within this the Public Sector Equality Duty (PSED) – for state funded schools/colleges.**

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **3. Roles and Responsibilities**

### **Key personnel**

- **The Designated Safeguarding Lead (DSL) for child protection (member of Senior Leadership) is: Simon Kaufman**  
Contact details: email: [office@dodworthstjohn.enhanceacad.org.uk](mailto:office@dodworthstjohn.enhanceacad.org.uk) Tel: 01226 286514
- **The Deputy DSLs are:** Misha Carter, Sarah wood, Laura Harper
- **The Prevent Lead is** Simon kaufman
- **The Mental Health Lead is:** Laura Harper
- **The Nominated Child Protection Governor is:** Lee Swift
- **The Chair of Governors is:** Matthew Knox

School staff have no role in investigating child protection concerns, this is a responsibility of children social care and police however all staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Keeping Children Safe in Education of which appropriate sections are issued to all staff.

We will ensure that an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take **lead responsibility** for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. We recognise this role carries a significant level of responsibility and they will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The Local Academy Board will receive a termly safeguarding report from the Headteacher/DSL. This report will include data on referrals to MASH, training compliance, exclusions, attendance, and safeguarding trends, as required by Barnsley SCP expectations (2024). The LAB Chair will ensure appropriate challenge and assurance.

### **Voice of the child**

We will always seek and record on CPOMs the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the students wishes and feelings to act in their best interests.

### **Equality and Diversity**

All members of the school staff and governing body will uphold the ethos of the Equality Act and any prejudicial related incidents will be recorded and actioned immediately.

### **Deputy Designated Safeguarding Leads**

Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.

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

### **Availability**

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) to discuss any safeguarding concerns. Whilst generally we would hope that the DSL was available in person on occasion phone or Teams etc. may be appropriate.

We will arrange adequate and appropriate DSL cover for any out of hours/out of term activities.

### **DSL responsibilities**

For full description of the role of the DSL please see;

[Keeping children safe in education 2025](#)

Leaders and governors recognise the large and emotionally intense role the DSL is and provide support to the team by having regular check ins and time given in DSL meetings to reflect on the nature of the role.

The DSL will follow the Barnsley SCP *Thresholds for Intervention* guidance when making decisions about referrals and will use the SCP *Online Procedures Manual* to ensure all referrals, escalation, and information sharing follow local protocols.

The DSL will ensure that all decisions are informed by the *Barnsley Thresholds for Intervention and Early Help Toolkit* and that referrals follow the *Barnsley Online Procedures Manual*. The DSL will maintain records of advice sought and decisions taken, in line with BSCP expectations.

**Full responsibilities of governors and senior leaders are set out in Part 2 of KCSIE [Keeping children safe in education 2025](#)**

The Governing Body and Headteacher ensures that the school complies by addressing all aspects of KCSIE

Governors will receive a safeguarding report from the DSL termly in LGB meetings.

### **Reporting Concerns**

#### **Referrals to MASH**

All referrals must be made through the Barnsley Multi-Agency Safeguarding Hub (MASH):

**Urgent concerns:** 01226 772423 (9am–5pm, Mon–Fri)

**Out of hours:** 01226 787789

**Online referral:** via the BSCP Procedures site

In emergencies, the DSL or any staff member may contact the police (999). Where there is doubt about the threshold, the DSL will seek consultation advice from MASH before deciding next steps.

## 4. Good Practice Guidelines and Staff Code of Conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- being alert to changes in pupils' behaviour and to signs of abuse and neglect and **recognising that challenging behaviour/Mental Health issues may be an indicator of abuse**
- setting a good example by conducting ourselves appropriately, including online.
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils including always challenging inappropriate, sexual or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring pupils or being overly familiar.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- Avoiding taking photos of pupils on personal mobile devices.
- reading and understanding the school's Safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, missing education and appropriate IT/social media use.
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- being clear on professional boundaries and conduct with other staff when pupils are present.
- being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school procedures
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary directly to police or children's social care
- following the school's rules with regard to communication with pupils and use of social media and online networking
- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with pupils.

### Transporting Students

- In general staff will not transport students in their own vehicles. If it is necessary staff will ensure this is agreed and recorded and that they have business insurance, ensure student is in the back seat wearing a seatbelt and that other staff and parents are informed of departure and estimated arrival times.

Staff Code of Conduct outlines the above and further. This has been given out to all staff at the start of the year and at induction for any new staff.

## 5. Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Disciplinary and, in some cases, legal action can be taken if professional standards are not upheld.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Any sexual relationship between staff and any student, even if over the age of 18, is unacceptable and will result in disciplinary action being taken.

## 6. Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to any child who:

- is disabled
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
- Is BAME
- is a young carer
- is bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- is suffering from mental ill health • is LGB gender questioning
- is in care or has returned home to their family from care
- is a privately fostered child • has a parent or carer in custody
- is missing education, or persistently absent from school, or not in receipt of fulltime education
- has experienced multiple suspensions and is at risk of, or has been permanently excluded.

This list provides examples of additional vulnerable groups and is not exhaustive.

### SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities. Our school staff are alert to this and the additional barriers that can exist when recognising abuse and neglect in this group of children:

- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition or disability without further exploration
- Children with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in managing or reporting these challenges

We work to address these additional challenges and consider the extra time and specific support required to allow these children to communicate effectively. Extra consideration will be given if using restraint and the impact this can have for children and young people experiencing abuse

### Children with a social worker

We recognise these children are highly likely to have suffered trauma. We will promote educational outcomes of this group by DSLs appropriately sharing information about the welfare, safeguarding and child protection issues that this group of children are experiencing, or have experienced, with teachers and school and college leadership staff. DSLs will ensure staff, know who these children are, understand their academic progress **attendance** and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face due to their adverse childhood experiences ACES and the additional academic support and adjustments that they could make to best support these children.

## 7. Emotional Health and Wellbeing

*Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community (World Health Organization).*

In an average classroom, 5 students will be suffering from a diagnosable mental health condition. In addition to this it is likely that many more pupils will be struggling with their emotional wellbeing.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems but staff in school are well placed to identify early signs that may suggest an issue.

If staff have concerns about the mental health of a pupil they will speak to relevant staff within the school including, if necessary, the DSL. If a student presents with a medical emergency then this is actioned immediately. Where a CAMHS referral is necessary then this is managed by Catrina Brook (SENDCo).

Our senior mental health lead is Amy Bell.

We understand the key messages below:

### Key Messages

- **B**ehaviour is communication
- **A** significant trusted adult in school is key. Relationships are vital.
- **S**tudents need to feel safe to learn and thrive
- **I**nteraction can be an intervention
- **S**taff wellbeing is essential as a priority to supporting students, parents, carers and colleagues



If individual care plans are required this should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition/presenting difficulties
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

We understand the impact that the global pandemic of coronavirus and other national and world events, will have on our staff and students. At our school, we aim to promote positive mental health for every member of our staff and student body as well as respond to mental ill health. We will ensure emotional support is provided especially during stressful times e.g. exams, times of transitions or when a critical incident occurs.

Possible warning signs of mental health issues and indicators to explore can include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Unexplained changes in academic achievement
- Discussing or joking about self-harm or suicide
- Substance misuse and/or engaging in risk taking behaviour
- Expressing feelings of failure and/or hopelessness
- Changes in clothing – e.g. long sleeves in warm weather, wearing baggy clothes, looking unkempt or spending a disproportionate amount of time on appearance.
- Secretive behaviour
- Avoiding PE and /or communal changing
- Repeated lateness or absence from school without obvious explanation
- Repeated physical pain, nausea and other physical symptoms with no evident cause

This list is not exhaustive which is why as a school we invest in relationships with our students and being able to recognise, even small changes, in their individual behaviour and presentations.

We understand that taking a listening and empathetic approach is important when talking to students about their mental health issues and we have a school culture that follows a whole school approach to mental health and wellbeing.

Listening and better understanding the circumstances and student's view may be initially what is needed rather than immediate advice or direction. If there are safeguarding concerns a discussion with the DSL and the Mental Health Support Lead/Designated Mental Health lead and appropriate next steps will be taken to ensure safeguarding of the student.

We do this by;

- To identifying mental health concerns/ what training staff have had – include suicide awareness
- Routes to escalate and signposting to appropriate services
- Referral and accountability frameworks
- Pastoral support/counselling in school

## Compass

### [Compass Be \(Barnsley Mental Health Support Team\) - Compass](#)

Students are encouraged to access local support via WF-I-Can website.

[Homepage - WF-I-Can](#)

As well as embedding the following into our curriculum – (see MH toolkits under resources section of website.)

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)

#### **Suicide (suspected)**

We recognise that suicide is one of the biggest killers of children and young people in the UK. Sadly, it is always a possibility that a school or college may have to face dealing with a suspected suicide of a young person or staff member.

We are working towards the national guidance document 'Building a Suicide Safer School/College' by Papyrus; advice on policy, prevention, postvention etc.

[400734-Schools-guide-PAPYRUS.pdf \(papyrus-uk.org\)](#)

**Samaritans Step by Step guide responding to a suicide** [Step by Step resources | Samaritans](#)

**To request support:**

**Email** [stepbystep@samaritans.org](mailto:stepbystep@samaritans.org)

**Call** 0808 168 2528

The **Step by Step** service will help manage an effective and safe response, support staff and the student community to prepare for, respond to and recover from a suspected suicide.

We have followed/ are working towards the national guidance document 'Building a Suicide Safer School/College' by Papyrus; advice on policy, prevention, postvention etc.

[400734-Schools-guide-PAPYRUS.pdf \(papyrus-uk.org\)](#)

**Local support can be found:**

[Children's emotional health and wellbeing](#)

If a serious incident happens involving one of our pupils we will immediately inform the Local Authority by contacting social care/MASH.

## **8. Sexual Violence and Sexual Harassment (SVSH) & other Current Issues**

For local procedures on all safeguarding topics please see; [Barnsley Safeguarding Children Partnership](#)

There are many issues of concern affecting children today and not all can be listed here. For a guidance **and further resources/links** list, see Part 1 and Annex B in Keeping Children Safe in Education. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) The issues are often complex and overlap. For resources on a wide range of safeguarding topics locally [Safeguarding children in Barnsley](#)

We will have a consistent approach of following a robust sequential RSHE program to **educate our students about these issues**, following our procedures and consulting with other agencies if there are any concerns.

When to report to police the following guidance will be followed;

[2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)

**We also understand that if police are talking to a student, because they suspect them of a crime, the child must have an appropriate adult present e.g. parent/carer.**

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated such as sexual harassment, CCE, CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils. See later section.

**Children will often not feel ready or able to tell someone about the abuse, we work hard to build trusting and safe relationships with all of our pupils and all staff are encouraged to be professionally curious if they suspect safeguarding issues.**

### **Child on Child Abuse**

Sharing nudes & semi nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating.

Child on child abuse will always be taken seriously and swiftly acted upon, under the appropriate policy e.g. safeguarding, behaviour, bullying and a risk assessment completed as required. Students will be encouraged to report any concerns freely. **How children can report is displayed/communicated in in school as well as reminders in worship/assemblies.**

It will not be dismissed as 'banter' or 'part of growing up'. **All staff are trained to respond to inappropriate comments etc.** These issues will be part of PSHE /RSHE lessons and discussions. Victims will be supported through the school's pastoral system and external agencies if required. **Both inside and outside school as well as online incidents will be responded to appropriately.**

### **Sexual Violence and Harassment**

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.

Like with all safeguarding issues our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a student could be suffering.

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. Girls are especially vulnerable to this type of abuse.

**Sexual Violence** includes rape, assault by penetration and sexual assault.

**Sexual Harassment** is unwanted conduct of a sexual nature and can include lewd comments/sexual jokes, physical behaviour e.g. showing sexual pictures, deliberately touching/brushing up against someone, online sexual harassment, upskirting.

We will:

- never tolerate or normalise this behaviour and are very clear it is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras/pulling down trousers and lifting up skirts;
- understand that all of the above can be driven by wider societal factors beyond the school and college, such



- as everyday sexist stereotypes and everyday sexist language;
- ensure this is addressed through our sequential RSHE program;
- ensure all incidents are recorded and acted upon swiftly.

**Consent** is about having the freedom and capacity to choose. Consent can be withdrawn at anytime.

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. Therefore any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO.

Children who are lesbian, gay, bi, or trans/gender questioning can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

**We will follow outlined guidance and risk assessment in any cases of sexual violence and harassment between our students outlined in Part 5 of Keeping Children Safe in Education.**

Victims will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves (we are aware that the term victim and perpetrator may not be how children identify themselves and will be considerate of this especially when talking to students/parents)

We will seek advice from other agencies such as police or social care if the case is above early help or internal management.

Any incidents of sexual violence will be reported to police. If police then interview a student we understand the requirement for an Appropriate Adult to be present, parent etc

Barnsley's dedicated page [HARMFUL SEXUAL BEHAVIOUR STRATEGY 2017](#)

which also leads to school specific resources – risk assessment and safety plan templates.

[National Harmful Sexual Behaviour Support Service](#)

[Harmful Sexual Behaviour Support Service | SWGfL](#)

[Sexual Assault Referral Centre SARC](#)

[Visiting Our SARC - THE HAZLEHURST CENTRE](#)

**In April 2021 in response to 'Everyone's Invited' website testimonies the NSPCC set up a Report Abuse in Education Helpline 0800 136 663. For children/adults/professionals and parents.**

### **Upskirting**

Upskirting is a term used to describe the act of taking a sexually intrusive photograph under a persons clothing without their permission/knowledge with the intention of viewing to obtain sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence. We will take police advice on any cases of this in school.

### **Sharing Nudes and Semi Nudes (previously known as Sexting/Youth Produced Sexual Imagery)**

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young

people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency. Nor does it apply to children sharing adult pornography, which depending on its nature and other circumstances, may be handled through the school's behaviour policy.

School will follow the below guidance to define (aggravated or experimental), risk assess and respond to any incident; and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required. The same action will be taken whether the image is AI generated or not.

The incident will be referred to DSL asap. The DSL team will hold an initial review meeting. Children involved will be spoken to. Parents will be informed to support child (unless this places the child at risk). Referrals will be made to other agencies if necessary.

**Sharing nudes and semi nudes guidance for school/college** [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

**Remove a nude image online** [Remove a nude image shared online | Childline](#)

[Take It Down \(ncmec.org\)](#)

Searching screening and confiscation guidance for schools; [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#)

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community. It is important not to catastrophise nor minimise any situation and to act proportionately. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to a DSL as soon as possible. We will consider the Brook Traffic Light tool/other evidenced based tool when making judgements and will ensure this is recorded and if appropriate shared and discussed with parents.

## **Bullying**

Is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- where there is an imbalance of power.

Is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

### **For info on sexual and sexist bullying**

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE/RSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSLs will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. sexual, racist, disability and homophobic bullying and use of derogatory language will be recorded, analysed and swiftly responded to.

Full information is available in our Behaviour Policy. A copy of this can be found on the school website.

[Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

[Cyberbullying Guidance | Childnet](#)

### **Contextual Safeguarding/ Extra Familial abuse**

Contextual Safeguarding/Extra Familial abuse is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Extra Familial abuse, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For example online safety, drug use, CCE, CSE, Mental Health issues, knife crime, radicalisation.

Contextual Safeguarding Network

[Home \(contextualsafeguarding.org.uk\)](http://contextualsafeguarding.org.uk)

### **Hate Crime**

Any hate crime/incident will be reported through local reporting mechanisms –Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of:

race, sexual orientation, gender identification, disability, religion or faith

A hate crime could be name calling, arson/fire, attacks or violence, damage such as to your house or car, graffiti or writing. Police will be involved if necessary.

[Hate and harassment](#)

### **Persistent Absent/ Children Missing Education CME/Elective Home Education**

CME is defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school e.g. home schooling.

It is important that this is not confused with 'children absent' where the child is on school roll but not attending.

Persistence absence, which includes within the school day, is a potential indicator of abuse and educational neglect, including exploitation, mental health concerns, risk of forced marriage, Fabricated and Induced Illness etc.

Unauthorised absences will be monitored and followed up in line with procedures, particularly where children are absent on repeated occasions.

We will do all we reasonably can to achieve highest level of possible attendance focusing on persistent absence.

We take attendance registers at the start of every day/lesson.

We will collect, where possible, more than one emergency contact number for each pupil. Professional curiosity is key and if appropriate we will contact sibling's schools to share/gather info.

All pupils will be placed and removed from admission and attendance registers as required by law. If parents choose to electively home educate their child, we will ensure we follow the policy outlined below.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Barnsley procedures.

We will automatically complete a home visit for any vulnerable student who is absent without good reason.

Our attendance policy can be found on the school website. Also so Barnsley school guidance.

### [School attendance and absence](#)

#### **Elective Home Education/CME**

We will ensure we follow all local and national policies and guidance.

### [Educating your child at home](#)

#### **[Children missing education](#)**

#### **National guidance;**

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)

#### **Child Sexual Exploitation CSE**

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology. CSE can affect 16 and 17 year olds who can legally consent to have sex. It includes contact and non-contact sexual activity e.g. copying images and posting on social media. It can affect both male and females and can include children who have been moved/trafficked for exploitation.

This is a serious crime and is never the victim's fault even if there is some form of exchange. Staff will be careful to use appropriate language that does not victim blame;

[Appropriate language: Child sexual and/or criminal exploitation guidance for professionals - Tackling Child Exploitation \(researchinpractice.org.uk\)](#)

[Child sexual exploitation: definition and guide for practitioners - GOV.UK \(www.gov.uk\)](#)

The police team can be contacted for extra support and information (details in appendix) NB they do not take the place of your usual reporting procedures.

#### **Child Criminal Exploitation CCE / County Lines**

In a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity, this can include drug running, working in cannabis factories, stealing/pickpocketing, vehicle crime, threatening other young people, etc. The child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common. Where gangs/organised groups often

manipulate children and create situations where the child owes them money – debt bonding. Staff will be careful to not use language that blames the victim – see above guidance.

County lines is a term used to describe gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move and store drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation have a devastating impact on young people, vulnerable adults and local communities.

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Multi-Agency Child Exploitation meeting \(MACE\)](#)

In both CSE and CCE children’s vulnerability as victims is not always recognised by professionals.

### **Serious Violence**

Staff will look out for signs that indicate that a student may be at risk of or involved in serious crime, including criminal networks or gangs and follow the appropriate referral pathways for help and support. **We understand that children who are likely to be involved in violence may have previously suffered trauma and abuse and that peak times, for serious violence involving school children, can be just before or just after school hours.**

Practical advice for schools/colleges;

[Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Searching screening and confiscation guidance for schools

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[1.4.25 Gang Activity and Youth Violence \(proceduresonline.com\)](https://proceduresonline.com)

### **Domestic Abuse**

This does not have to include violence to be classed as abuse.

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, **personally connected**. The abuse can encompass, but is not limited to:

- coercive/controlling
- physical
- sexual
- economic
- emotional

1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. **Children are victims in their own right of this type of abuse, i.e. if they are seeing or hearing this abuse it can have a detrimental long-term impact on their health, development and ability to learn.**

**We are mindful that staff may be victims or perpetrators and we signpost to local and national services.**

**This school is taking part in Operation Encompass.** Where we receive information, the next day, if police have been called out to a domestic abuse incident and any of our pupils were present. The purpose of this information sharing is to make the next day better for the child.

[Home : Operation Encompass](#)

### [Domestic abuse and sexual violence](#)

National Service - Injunctions etc

[Domestic Violence & Abuse · Emergency Injunction Service \(ncdv.org.uk\)](#)

Resources for children

[The Hide Out](#)

Parental Conflict advice website;

[Home - Relationship Matters \(relationshipsmatter.org.uk\)](#)

## **Honour Based Violence/Abuse HBV/A – e.g. FGM/Forced Marriage/Breast Ironing**

### **Female Genital Mutilation FGM**

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their mandatory legal duty to report *known* cases on under 18's to the police. How school staff will know is probably through intimate care or the child making a direct disclosure.

Multi agency guidelines;

[Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](#)

[PDF FGM Schools Guidance 18.06.2019 \(nationalfgmcentre.org.uk\)](#)

Forced marriage is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence, threats or coercion is used.

Multi agency guidelines:

[Handling cases of forced marriage: multi-agency practice guidelines \(English\) - GOV.UK \(www.gov.uk\)](#)

National Charity – Karma Nirvana:

[Karma Nirvana](#)

**Breast ironing**, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

### **Preventing Radicalisation**

This is part of our wider safeguarding duty. We recognise that school plays a significant part in the prevention of this type of harm. We will include education through our PSHE/RSHE curriculum and encourage 'British Values' and critical thinking.

We are aware extremism spans many topics including misogynistic e.g. Incel. However in Barnsley right wing extremism is most common.

An 'incel' (an abbreviation of "involuntary celibate") is a member of an online subculture of people who define

themselves as unable to find a romantic or sexual partner despite desiring one. Discussions in incel forums are often characterised by resentment and hatred, misogyny, self-pity and self-loathing, racism, a sense of entitlement to sex, and the endorsement of violence against women and sexually active people.

We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

**Extremism** – vocal or active opposition to our fundamental values, including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** – refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** – an action that endangers or causes serious violence to a person/people; causes serious damage to property, or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

The DSL team is appropriately trained and be able to offer advice, support and information to other staff. We will work with other partners including the Prevent Police officer and Channel Panel – a voluntary confidential support program for those who are considered vulnerable to being drawn into terrorism.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Resources to educate pupils [Educate Against Hate - Prevent Radicalisation & Extremism](#)

[Prevent and Channel](#)

### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does NOT include great-aunts or uncles, great grandparents or cousins.)

The school will follow the legal requirements of reporting to the Local Authority.

[Private fostering](#)

### **Homelessness**

Barnsley procedures and support, including 16 and 17 year olds:

[Homeless and housing advice](#)

### **Drug Use**

Local service – Turning Point Inspiring Recovery

[Turning Point | Health & Wellbeing \(turning-point.co.uk\)](#)

National Drug website

[Honest information about drugs | FRANK \(talktofrank.com\)](#)

### **Dealing with issues relating to Parental Responsibility – Dispute Resolution**

[Parental responsibility: guide for schools and local authorities - GOV.UK \(www.gov.uk\)](#)

[Get help with child arrangements - Get help with child arrangements \(justice.gov.uk\)](#)

### **Perplexing Presentations and Fabricated Illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Perplexing Presentations sits under this where we have concerns but do not have evidence the child is a risk of significant harm. In all these cases we will follow local protocols and seek advice from health colleagues. See protocol below (includes signs and indicators):

Local procedures:

[1.4.22 Perplexing Presentations \(PP\) and Fabricated or Induced Illness \(FII\) in Children \(proceduresonline.com\)](#)

## **9. Online Safety**

Many of our pupils will use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The school's **online safety policy** explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. **The DSL team are responsible for online safety** Cyberbullying and sharing nudes and semi nudes by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/RSHE. Parents are encouraged to consider measures to keep their children safe when using social media **we advise parents by sending regular online newsletters/promoting online safety on via X and holding online safety talks at any parents meetings etc.**

The breadth of issues classified within online safety is considerable, but can be categorised into **four** areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example, Child on Child pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom and exploit them for financial, criminal, sexual or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (consensual and non-consensual sharing of nudes and semi nudes and 'or pornography, or online bullying and
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing or other financial scams.

Students will be educated in online safety, and regularly reminded, as an ongoing part of our curriculum.

**If required we will seek advice from local sources or the national helplines:**

[Professionals Online Safety Helpline - UK Safer Internet Centre](#)

Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations.

We have self-assessed our school's online safety provision using [Online Safety Self-Review Tool for Schools | 360safe | 360safe](#)

If we use any external speaker to add to our curriculum we will ensure we follow the below advice and checklist;

[Using External Visitors to Support Online Safety Education: Guidance for Educational Settings - GOV.UK \(www.gov.uk\)](#)



We will not respond to individual apps or challenges which may occur, so as not to give more attention to the publicity, but will simply reiterate our basic online safety messages as and when required.

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

**To protect students from mobile technology accessing 3G, 4G and 5G we will have a ban on mobile phones whilst in school.**

**See above section for Sharing Nudes and Semi Nudes.**

**Report harmful content**

[Report Harmful Content - We Help You Remove Content](#)

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)

[Education for a Connected World - GOV.UK \(www.gov.uk\)](#)

**Filtering and monitoring**

The school will carry out an annual review of filtering and monitoring arrangements, involving the DSL, IT lead, and a named governor. Records of incidents, risk assessments, and reviews will be retained for governance assurance.

In line with KCSIE (2025), the Academy maintains robust filtering and monitoring systems. Responsibility for oversight rests with the DSL, the Headteacher, and the named safeguarding governor. Filtering and monitoring arrangements will be reviewed annually and after any serious incident, and reports will be presented to the Local Academy Board.

[Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

## **10. Helping Children to Keep Themselves Safe/RSHE**

Children are taught to understand relationships, respect and promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Relationships and Sex Education and Health Education (RSHE) lessons and in all aspects of school life. We will have a consistent approach of following a robust sequential RSHE program. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused and that victim blaming is always wrong.

Our approach is designed to help children to think about risks they may encounter both on and off line and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about consent, online safety, including sharing nudes/semi nudes and bullying procedures including the legalities and consequences and where to go for help. We mark anti bullying week, children mental health week, internet safety day etc.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. Pupils also have access to a wide range of support both on and off line. Childline is regularly promoted especially over school holidays.

However, all our pupils are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

We have clear links between our RSHE lead and the DSL team to support vulnerable students with these sensitive topics.

**Our RSHE Policy is available on our website.**

We will follow the guidance on RSHE education.

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)

Primary schools NSPCC PANTS program

[PANTS resources for schools and teachers | NSPCC Learning](#)

[Childline | Childline](#)

## 11. Support for Those Involved in a Child Protection Issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures/ allegations seriously
- nominating a link person (*DSL*) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

## 12. Complaints Procedure

Our complaints procedure will be followed where a complaint is raised that does not include sect 13 and 14 below. Complaints are managed by senior staff, the Headteacher and governors. An explanation of the complaints policy and procedure can be found on the school's website.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

All complaints and concerns will be recorded.

## 13. If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns, no matter how small, about a colleague or the safeguarding practice within the school. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported immediately to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors. The CEO should also be informed.

Staff may also report their concerns directly to the LADO or the police if they believe direct reporting is necessary to secure action or to the NSPCC whistleblowing helpline – see appendix.

All allegations against staff, volunteers, or contractors must be reported to the Barnsley Local Authority Designated Officer (LADO) within one working day. The LADO can be contacted on **01226 772400** or via **lado@barnsley.gov.uk**. Referrals must follow the BSCP procedures and referral form.

All concerns will be recorded.

## 14. Allegations and low-level concerns against staff

When an allegation is made against a member of staff, including supply staff and volunteers, set procedures must be followed. See Keeping Children Safe in Education Part 4. It is vitally important to have a culture of openness and transparency and a consultation with the LADO will happen if staff have;

- Behaved in a way which has harmed, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (**this includes behaviour that may have happened outside of work – transferable risk**)

Allegations and low-level concerns against staff should be immediately reported, in any event within 24hrs of becoming aware, to the Headteacher. Allegations and concerns against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or LADO or NSPCC Whistle blowing helpline if they believe direct reporting is necessary to secure action.

The headteacher should do an initial consideration/fact find in order to establish if there is substance to the allegation or concern. **Any agency for supply staff/contractors etc should also be involved/informed.**

In the event of the Headteacher being absent the deputy is Sean Powell (Assistant Headteacher)

### In cases of allegations hitting the above criteria

The head teacher should NOT carry out any investigation, other than the initial basic fact find, until consultation with the LADO. Full and accurate records will be made at every stage alongside HR processes.

Referrals must be made to the LADO within one working day. Case managers may then be invited to a meeting coordinated by the LADO.

Depending on outcomes of investigations it may be necessary to report to the DBS/Teaching Regulation Agency as per guidance.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However, if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHS may be required.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation and concern. However, staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is *not* the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff, including supply staff, can be found in *Keeping Children Safe in Education* part 4.

**Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing,**

**including content placed on social media sites. We will communicate this to all parties.**

Safer Working Practice training is undertaken every 2 years **and the DSL Team provide regular reminders** regarding staff of code of conduct and behaviour expectations. This is important to avoid any culture slippage or erosion of the code of conduct and values we expect from all staff.

### **In cases of low-level concerns**

We will robustly record any low-level concerns that may not reach the above thresholds. There is a template available on CPOMS and on the policy wall. Copies have also been emailed to all staff. We promote a culture of openness and provide a robust structure to handling concerns about behaviour however low level. Sharing of low-level concerns by staff to the headteacher will be viewed as a neutral act.

The Trust adopts the KCSIE 2025 framework on managing allegations and low-level concerns. Allegations will be referred to the Barnsley LADO via the published referral process. Low-level concerns will be recorded and monitored in line with Part 4, Section 2 of KCSIE.

These records will be kept in a central low-level concerns file kept in SLT office, including the details of the concern, the context and the action taken. These records will be reviewed by SLT so that patterns can be identified and a record of these reviews will be made. **Records will be kept until the person leaves our employment.**

Staff are encouraged to self-refer any of their own behaviour both inside and outside school which could be constituted as a concern.

The headteacher will speak to the person who raised the concern, witnesses and also to the person subject to the concern. Then review the information to determine, if the behaviour is consistent with the code of conduct, the behaviour constitutes a low level concern or the behaviour is not serious enough to consider a referral to LADO but may merit advice from the LADO or this is a pattern that now hits LADO referral criteria. Robust recording will take place including the rationale for decision and action taken.

The Academy follows Part 4 of KCSIE (2025) regarding low-level concerns. All such concerns about staff behaviour that do not meet the threshold of harm will be recorded and addressed in line with the Academy's Staff Code of Conduct, with oversight by the Headteacher and DSL

This will all be done discreetly and, on a need, -to-know basis.

We will use the reporting form – see appendix E (Farrer toolkit) [safe low-level-concerns-guidance-2021-as-at-june-2022.pdf \(farrer.co.uk\)](https://www.farrer.co.uk/wp-content/uploads/2021/06/safe-low-level-concerns-guidance-2021-as-at-june-2022.pdf)

## **15. Staff Training and Induction**

It is important that all operational staff, including temporary and volunteers, have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern, including **dealing with Sexual Violence and Sexual harassment**, Early Help responsibilities and whistleblowing.

All staff, including site staff, volunteers and the Headteacher, will **be inducted in and then** regularly trained in Safeguarding, **including sexual violence and harassment and online safety**, and be given **regular updates by the DSL team** in the form of emails/newsletters/1 min/ 7 min guides/input at staff meetings.

WSCP advice is that all school staff receive Education specific basic safeguarding refresher training once every 2 years with DSL team top ups in between. Alongside Safer Working Practice Training also every 2 years with the **headteacher issuing regular code of conduct reminders to all staff in between.**

All of our staff are aware of and trained in the following Safer Working Practices in Education guidance **2022** [Home \(saferrecruitmentconsortium.org\)](https://saferrecruitmentconsortium.org)

New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, **appropriate parts of KCSIE**, details of the DSLs and their role, reporting and recording arrangements specific to the school, dates of their last training, the staff code of conduct, CME and behaviour policy and the whistleblowing policy. **Staff will sign to say they have received this and understood and will be tested to ensure comprehension.**

Staff are trained to seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the students wishes and feelings to act in their best interests e.g. in case of CSE/CCE where, as a result of perpetrator grooming, the student states they do not want any intervention.

Our staff are trained in ACEs Adverse Childhood Experiences, **and are trauma aware**, they understand and aim to work towards trauma informed practice.

DSLs will receive face to face training updated every two years. They must also do Prevent training. All DSLs are strongly recommended to attend the half termly DSL forums.

DSLs will be supported and encouraged to attend additional training to keep up to date, including DSL forums, sign up to WSCP E-bulletin and other multi-agency training offered by WSCP and the Safeguarding Advisor. Specifically they are encouraged to attend specific Domestic Abuse training, before signing up to Operation Encompass, and specific Online Safety training.

**All governors will receive *strategic level* safeguarding training every 2 years. The DSL team may invite governors to any staff operational training/ include them in staff safeguarding newsletters etc, whilst acknowledging this just for interest/understanding and is in addition to the strategic level training they require.** The DSL team also provide governors with regular strategic reports.

Headteacher and Chair of Governors are encouraged to undertake managing allegations against staff training/ **or to have read and understood Part 4 of KCSIE. Any member of staff involved in recruitment of staff/interview panels etc is encouraged to read part 3 of KCSIE and undertake the Safer Recruitment training – at least one member of interview panel must be trained. WSCP recommend Safer Recruitment Consortium as the provider.**

All training will be noted in the training file, including sign in sheets, certificates **and test/quiz results** and monitored to flag in advance when updates are required. Any training done by third party or independent providers **MUST** reflect local protocols and training minimum standards, **a checklist is available**

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One & Annex B of Keeping Children Safe in Education (is available on the staff notice board under safeguarding.) **Relevant parts of KCSIE are issued and understanding checked at the start of every academic year.**

Supply staff and other visitors in contact with students will be given the school's (Visitor Leaflet) with a brief summary of key safeguarding information pertinent to the school.

**We will check staff have understood the training received by:**

Running a termly quiz and collating the results following up any identified misunderstandings if they arise. Staff will have a safeguarding quiz question as part of every staff meeting that is relevant to safeguarding.

## **16. Safer Recruitment**

Our school endeavours to ensure that we do our utmost to employ suitable staff by following the guidance in Keeping Children Safe in Education, together with WSCP and the school's individual procedures. At least one person on every interview panel will have undertaken Safer Recruitment training run by The Safer

Recruitment Consortium which is provided locally and recommended by WSCP.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education – Part 3. Including.

- Recruitment and selection process
- Pre-appointment and vetting checks, regulated activity and recording information.
- Other checks that may be necessary for staff volunteers and others including the responsibilities on schools and colleges for children in other settings.
- How to ensure ongoing safeguarding of children and the legal reporting duties on employers

CV's will not be accepted as part of the application process.

Self-disclosure information on applicants obtained prior to shortlisting will not be used as part of the shortlisting process.

Online searches of publicly available information will be carried out as part of the school's due diligence on shortlisted candidates and the candidate will be made aware of this.

References will be sought before interview so any concerns can be explored with the applicant at interview along with any gaps or inconsistencies from their application form. We will always seek at least 2 references.

All offers of employment will be conditional upon satisfactory completion of the pre-employment checks applicable for the role.

To comply with the DBS code of practice and Under GDPR we will not keep the original or copies of DBS certificates.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education Part 3.

We will obtain written confirmation from supply agencies to ensure that agency and third party staff have been appropriately checked and trained and ensure the correct person arrives in school.

### **Volunteers**

Volunteers, including governors will be risk assessed and undergo checks commensurate with their work in the school and contact with pupils i.e. if they are in regulated activity or not and this will be recorded. We have a Trust volunteer policy which details actions that school needs to take.

### **Contractors**

We will check the identity of all contractors working on site and request evidence of checks where they work in regulated activity or unsupervised.

### **Visitors**

If they work in regulated activity we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. The Headteacher will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

**Supply staff** and other visiting staff will be given the school's Visitor Leaflet.

## 17. Site Security

Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. All visitors will be issued with a leaflet informing them of who the DSLs are, the code of conduct expected and what to do if they have a safeguarding concern. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. All staff are expected to clearly display their ID badges whilst on site.

## 18. Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply and a DSL will be available. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed. This will form part of our hiring arrangements.

[Keeping children safe in out-of-school settings: code of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-out-of-school-settings-code-of-practice)

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed. **If external staff have regular contact with our pupils they will be asked to sign up to the school's code of conduct to ensure clarity of expectations e.g. mobile phone use and social media restrictions.**

### Alternative Provision

We recognise we are fully responsible for any students placed in APs. Therefore, we will obtain written confirmation that all relevant checks have been carried out as we would with our own staff and will quality assure. We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our students and record this. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed.

## 19. Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use pupil's full name with an image
- ensure pupils are appropriately dressed
- ensure that personal data is not shared
- store images appropriately, securely and for no longer than necessary
- only use school equipment, i.e. not personal devices
- encourage pupils to tell us if they are worried about any photographs that are taken of them

## 20. Physical Intervention and Use of Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance. Safeguarding and welfare concerns will be explicitly taken into account if restraint is used on SEND students.

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Details of our procedure and training are available in the office and SLT office.

## 21. Intimate Care

If a child requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed and incidents recorded.

Risk Assessments are made for individual children where necessary.

## 22. First Aid and Managing Medical Conditions

Staff will be trained appropriately in first aid and follow safer working practice guidance of 'saying before touching'.

Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014.

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## 23. Changing Rooms and Other Sports Issues

We will follow safeguarding advice on Children using changing rooms etc.

[NSPCC Child Protection in Sport Unit | CPSU \(the cpsu.org.uk\)](http://the cpsu.org.uk)

## 24. Special Circumstances (to be included as appropriate for your school)

### Looked after Children LAC/Children in Care CiC and Previously in Care

Children in care and previously looked after children start school with the disadvantage of their pre-care experiences and often have special educational needs. Most commonly, the reason for children becoming looked after is as a result of abuse or neglect. The school must ensure that appropriate staff have information about a child's looked after status and care arrangements, including contact. The Designated Teacher for Children in Care and previously looked after and the DSL team have details of the child's social worker / carer, parent or guardian. As well as the name and contact details of the local authority's Virtual School Head. The Designated Teacher will work within the Barnsley Pupil Premium Plus policy guidelines to support the academic progress of CiC/PCiC through appropriate target setting in their termly PEP (Personal Education Plan).

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>



### **Work Experience**

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*.

### **Children staying with Host Families**

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and the school follows the guidance in *Keeping Children Safe in Education* to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families in the UK. These parents, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

### **Boarding Schools and Children's Homes**

Research has shown that children can be particularly vulnerable in residential settings. All boarding schools and residential special schools comply with the National Minimum Standards for their particular setting and are appropriately inspected see guidance in *Keeping Children Safe in Education*.

## **25. Remote Learning Safeguarding Considerations/Future lockdowns.**

During lockdowns we follow government and local arrangements for safeguarding by providing support for vulnerable children in school and support for others via remote learning and home visits if necessary.

During Covid-19 a safeguarding tracker was completed and returned to the Local Authority to allow coordinated support for children and families. We will complete this if required for any further lockdowns.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children on Child Protection CP, those who are Child in Need CIN and those who are Looked After Children LAC or Children in Care CIC in West Yorkshire. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home. Vulnerable also includes any other child the DSL deem to need to be in school for any reason.

Attendance will be monitored in accordance with government guidance, with links made to local arrangements.

The basics of this policy will remain unchanged e.g. reporting and recording, DSL availability and safer recruitment arrangements.

Remote education is provided via Microsoft Teams. This is all outlined in our Remote Learning Policy available on our website.

Safeguarding considerations will include using local checklists and government guidance: [Providing](#)

[remote education: guidance for schools - GOV.UK \(www.gov.uk\)](#)

### **Prevent Duty**

The academy will complete and maintain a Prevent risk assessment, provide annual staff training and refer concerns through Barnsley Mash/Channel where appropriate.

# Part B: Child Protection Procedures

## 1. Categories and Definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

For allegations against staff please see earlier section.

### **Abuse**

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, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts 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 another child or children.

### **Voice of the Child**

We will always seek and record the voice of the child and take this into consideration when taking decisions. We have a reminder on our recording system to alert staff to collate this. However, there may be circumstances where we override the students' wishes and feelings to act in their best interests e.g., in case of exploitation where, because of perpetrator grooming, the student does not want any intervention. We promote support for any alleged victim, including child on child abuse, and will never victim blame.

### **Extra Familial Harm**

Children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families (see glossary definition of extra-familial contexts). While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can be vulnerable to multiple forms of extra-familial harm from both adults and/or other children. Examples of extra-familial harm may include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, child-on-child (non-familial) sexual abuse and other forms of harmful sexual behaviour displayed by children towards their peers, abuse, and/or coercive control, children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect. Plus Exploitation.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved,

inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Position of Trust**

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child. See abuse of position of trust in earlier section.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Provide suitable education.

### **Child criminal/sexual exploitation**

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal/sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally/sexually exploited even if the activity appears consensual. Child criminal/sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**Financial exploitation** - Financial exploitation can take many forms. In this context, we use the term to describe exploitation which takes place for the purpose of money laundering. This is when criminals target children and adults and take advantage of an imbalance of power to coerce, control, manipulate or deceive them into facilitating the movement of illicit funds. This can include physical cash and/or payments through financial products, such as bank and cryptocurrency accounts.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2023).

### **Financially Motivated Sexual Extortion/ Sextortion**

A type of online blackmail often referred to as 'sextortion' where young people and adults being forced into paying money or meeting another financial demand (such as purchasing a pre-paid gift card) after an offender has threatened to release sexual/indecent images of them.

### **Grooming**

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of abuse such as exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or school staff. Groomers may be male or female. They can be any age.

Many children and young people don't understand that they have been groomed or that what has happened is abuse.

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, because they are ashamed or embarrassed, or their abuser has threatened them or they don't want the abuser to get into trouble. It is also difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

However, children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

A child who is being abused or neglected may (not designed to be a checklist):

- have bruises, burns, fractures or other injuries which do not have a plausible explanation, e.g. bruises on babies who are not yet mobile, bruises on cheeks, ears, palms, arms, feet, back, buttocks, tummy, backs of legs, bruises in clusters, bruises with finger/belt marks, cigarette burns.
- challenge authority, have outbursts of anger, poor behaviour – trauma response.
- be reckless with regard to their own or other's safety
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- display affection or 'attention seeking' (may actually be attachment seeking) behaviour
- regularly flinch to sudden but harmless actions e.g. raising a hand
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- self-harm incl. head banging, eating disorders
- frequently miss school or arrive late
- show signs of not wanting to go home
- display violence/sexualised behaviour towards animals, toys, peers
- regress to younger child behaviour
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- have unexplained gifts/money/mobile phones or are over secretive online

- have low self esteem
- steal or scavenging compulsively
- overly affectional to strangers or people they haven't known for very long
- traumatic mutism

Responses from parents that may cause concern;

- Unexpected delay in seeking treatment – medical, dental which is obviously needed
- Denial of any injury
- Explanations that differs from that of the child e.g. for bruising
- Claims of falls/fits etc. that never happen in school
- Unrealistic expectations or constant complaints about the child
- Uninterested in child
- Alcohol /drug misuse
- Mental health issues which affect parenting
- Requesting removal of child from school after concerns raised.
- Domestic abuse

Disabled children; other signs to consider:

- Force feeding
- Over medication
- Bruising if non-mobile
- Poor toileting arrangements
- Lack of stimulation
- Unjustified use of restraint
- Rough handling
- Unwilling to learn child's means of communication
- Ill-fitting equipment
- Misappropriation of child's finances
- Invasive procedures
- Non-consideration of child's dignity.

(See document on safeguarding noticeboard for further signs and indicators).

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL team to decide how to proceed.

**It is very important that staff report and record all their concerns as soon as possible – they do not need 'absolute proof' that the child is at risk before taking action.**

### **Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some, full recovery is beyond their reach, and research shows that abuse can have an impact on the brain and its development. The rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Our staff are trained in ACEs Adverse Childhood Experiences, **they are trauma aware** and work towards trauma informed practice.

Adult Survivor helpline - see appendix.

### **Taking Action**

It is the responsibility of staff to report and record their concerns as soon as possible. A DSL will be available at all times, within the school day, for staff to speak to.

We actively encourage a 'never do nothing' attitude, if staff have a concern about a child, and promote discussion with a DSL if in any doubt. Abuse of a child is never acceptable we will ensure we do not have a culture where low standards are considered acceptable or viewed as 'normal for' a family or community.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here" and remain professionally curious.

Key points for staff to remember for taking action are:

- If an emergency take the action necessary to help the child, for example, call 999 or seek medical attention
- **REPORT your concern to a DSL as soon as possible.**
- **Complete a RECORD of your concern, using a professional tone and language, (CPOMS etc) and immediately pass onto to a DSL if you need assistance with this please speak to Rachel Steele.**
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
- Seek support for yourself if you are distressed, see helplines in contacts section.
- Ask for feedback and if there are no improvements push for reconsideration. See escalation section.

All staff will be regularly reminded of best practice on recording (using CPOMS training videos) at induction and once a year in staff inset days.

**The DSL team will discuss the concern and agree a course of action. The progress of which will be monitored during DSL team peer supervision meetings.**

Barnsley has a Continuum of Need for children and families who need support, this ranges from No Additional Support Needed, to Requires Immediate Safeguarding Support. It is worth noting that a cause for concern does not always require a top-level response, it may be the family need a lower level of support to help the situation.

Barnsley Early Help for Families website provides lots of advice and support around Early Help.

### [Early help for families](#)

The Early Intervention Prevention Service and Team Around the School (TAS) arrangements / school link workers are able to signpost DSL's and offer support.

- Universal Services are Meeting the Needs – No Additional Support Needed.
- For example, a universal service is providing extra support / have referred to one other agency / EIP Service.
- Multi agency approach to support. Multi agency early help TAS arrangements with multi agency plan may be able to support or Targeted Early Help.
- Statutory intervention and assessment is needed where child is at risk or currently suffering significant harm. Social care/ police assess, investigate and lead at this level.

School does have a duty to intervene early and support however it is not a school's responsibility to investigate or

decide whether a child has been abused. Schools do not have the powers to investigate child protection concerns.

### [Investigating allegations of child neglect or abuse](#)

#### **If you are concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, for example their artwork could be bizarre, they may write stories or poetry that reveal confusion, distress or mental health issues or their behaviour may have changed. In these circumstances, **staff will give the pupil the opportunity to talk**. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died or a grandparent is very ill.

Staff are encouraged to be professionally curious in these situations asking the pupil if they are OK, if they are worried about anything or if everything is ok at home.

Staff should record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the dealing with a disclosure/ allegation advice.

Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with a DSL.

#### **Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents, with consideration of including fathers as well as mothers. This must be handled sensitively therefore staff will not discuss safeguarding issues with parents until they have consulted with the DSL. In most cases the DSL will be in the most informed position to make contact with the parents in the event of a concern, suspicion or disclosure/ allegation.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from school link workers /Social Care MASH. **Best practice for all agencies is to work alongside and openly with parents in any concerns about their children however consent is not required to refer to social care if informing the parents puts the child at more risk. e.g. in cases of forced marriage.**

We will be alert if parents and students 'stories' differ in any way e.g. with regards to how an injury was caused and will ensure this is noted and shared with other agencies as appropriate. If parents have any queries regarding safeguarding they are encouraged to contact a DSL.

If the concern is low level and can be dealt with through the pastoral support in school a DSL will initiate early intervention to;

- Use a restorative approach and engage with the parents/carers as soon as possible (unless the situation is so serious that would put the student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the student (e.g. breakfast club, additional in school support) and create a plan of action.
- At this meeting we will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- We will record all contacts with the family, dates and times, including phone calls/letters.
- We will then monitor the student closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

If school needs further help other agencies/ link worker will be contacted and if issues escalate the social worker link workers can be contacted or if necessary a referral made to social care/MASH.

Risk assessments may be required in certain circumstances. Schools can use a general risk assessment template and may wish to consult with other agencies for additional support and input.

**It is important to continually reassess concerns if there are no improvements and follow the escalation process if required.**

### **Dealing with Disclosures/ Allegations**

It takes a lot of courage for a child to disclose that they or their peers are being abused. There are many reasons why they may be blocked from telling including -they may think it is normal, feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults, they may want to protect the abuser; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

Bear in mind that in some cases children may tell ‘half a truth’ to test out how information may be handled by the listener. Children can also withdraw truthful disclosures/allegations later in the process if they feel things have gotten out of their control. Effective communication and relationship building with children will help in these situations.

If a student is reluctant to say what is wrong, offer reassurances, suggest other staff members to speak to and/or signpost to other external helplines e.g. Childline.

During their conversations with the pupils it is best practice for staff to:

- Focus on listening rather than giving advice
- Allow pupils to speak freely try to move away from others to a quiet space
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort –‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing talking to me’
- Not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- Clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as.. whether it happens to siblings too.
- Use open questions such as Tell me what happened.....? Is there anything else you want to tell me?
- **Avoid taking photographs or videos of any injuries etc.**
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- Not automatically offer physical touch as comfort. It may be anything but comforting to a child who has been abused. However, this will be case and age specific. If it is appropriate and in the child’s best interest, the member of staff will use safe touch following advice given in Safer Working Practice guidelines and in training.
- Remember professional boundaries and do not share personal experiences or information such as ‘that happened to me’
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ is not helpful and may be interpreted by the child to mean that they have done something wrong
- Not pass judgement on the perpetrator.
- Tell the pupil what will happen next. Let them know that you will be consulting the DSL **and why (to get them the help and support they need).**
- Write up their conversation as soon as possible and hand it to the designated lead, do not discuss with other staff. Discuss how the DSL will keep the child informed
- Seek support if they feel distressed – From DSL team / helplines in contacts section.

Staff should be aware that SEND students may face additional safeguarding challenges and any barriers to disclosure etc. should be removed.

### **Records and Monitoring - Why recording is important**



Our staff will be encouraged to understand why it is vital that recording is timely, comprehensive and accurate. All staff including lunchtime supervisors have access to CPOMS to record any incidents where appropriate.

Governors will receive a termly safeguarding report including referrals, training compliance, exclusions, and trends in line with Barnsley SCP governor expectations

**Any concerns about a child will be recorded in a professional manner and passed to a DSL as soon as possible.** All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and timed. The DSL team will then analyse this information.

**We will seek the Child's voice/opinion and ensure this is noted in the records.**

At no time will a member of staff take photographic evidence of any injuries or marks to a child's person. The body map will be used in accordance with recording guidance.

It may be appropriate on receipt of a concern for a DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.

We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know full details.

### **The Safeguarding File**

All documentation related to safeguarding is logged on CPOMS. We do not have paper-based files for children. All documents relating to a child are uploaded to the child's file on CPOMS.

**All staff will be made aware of children who are open to social care due to safeguarding concerns.**

All incidents/episodes will be recorded on CPOMS e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL team in analysis and action, which may include no further action, monitoring, whether an Early help assessment should be undertaken, or whether a referral should be made to other agencies - Social Care MASH/TAS in line with the Continuum of Need document (see link in appendix and referral checklist on WSCP education webpage).

In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified and outcomes recorded on CPOMS.

In some cases, files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Records will be kept up to date and reviewed during DSL meetings to evidence and support actions taken by staff in discharging their safeguarding arrangements.

DSL team meets weekly to review cases and incidents and monitor active and closed cases.

The file can be non-active in terms of monitoring i.e. a child is no longer CiC, subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the CPOMS file will be transferred **within 5 days**. CPOMS logs when this happened. If a school does not use CPOMS then the log will be downloaded, password protected and emailed to the DSL. There will be a timely liaison between each school's DSL, and if necessary a face to face meeting, to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance. [Child protection records retention and storage guidance | NSPCC Learning](#)

Child protection records may be exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them in certain circumstances. If any member of staff

receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher, who will consult with information governance/legal team.

### **Referral to Social Care MASH**

A DSL will make a referral to Social Care MASH if it is believed that a pupil is **suffering or is at risk of suffering significant harm**. In DSL absence, or if there is disagreement, anyone can make a referral. If in doubt if thresholds are met the link social worker can be contacted, however if this causes any delay we will refer directly.

A phone call must be made initially before a referral form is filled out. Social care should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required. If there is already a social worker assigned to this case, for safeguarding reasons, the social worker should be contacted directly.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

The DSL will then be expected to take part in assessments, strategy meetings, case conferences etc. as and if required.

Reports for meetings will be shared with parents beforehand, unless there is good reason not to and reports will be sent to the appropriate meeting chair if the DSL cannot attend in person.

### **Escalation/Professional Disagreement**

If the situation does not appear to be improving or there is any professional disagreement with the outcome the school will press for reconsideration.

Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

Where there is disagreement between professionals about the safeguarding response, the DSL will follow the *Barnsley SCP Escalation Policy*. The DSL must record the stages of escalation, advice received, and final outcome. Staff should be made aware that they may escalate directly if they feel concerns are not being addressed.

### **Referral to Police**

Remember if a criminal offence has occurred it will be necessary to contact the police 101 or 999 as appropriate. It may be useful to state which department we require e.g., child safeguarding unit / Child Exploitation Team CET / indecent images team.

If we believe a child is being radicalised, we will refer to the Prevent police officer.

### **When to Report to Police:**

[2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)

We understand that if police are interviewing any students, as they suspect them of a crime, that an appropriate adult must be present e.g. parent.

### **Confidentiality and Information Sharing**

Staff will only discuss concerns with a Designated Safeguarding Lead, Executive Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and a DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure/allegation.

Decisions to share information will be based on the DfE 2024 guidance. Consent is not required where there is reasonable cause to believe a child is suffering, or likely to suffer, significant harm.

However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care MASH.

### **The Seven Golden Rules for Safeguarding Information Sharing 2024**

- All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person failing to protect them.
- When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carers and explain who you intend to share information with and what information you will be sharing and why.
- You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.
- Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.
- When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g. the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.
- Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.
- Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Data protection: toolkit for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Data protection legislation GDPR does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. **In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the school requesting information reception staff will take a message and inform a DSL immediately**, the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

Child protection records may be exempt from the disclosure provisions of the Data Protection, which means that children and parents do not have an automatic right to see them in certain circumstances. However, it will be usual practice for parents to have been informed of any concerns at the time. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher who will consult with information /legal team.

**Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, password protected or recorded delivery.**

## Local & National Contact Details

### **Barnsley Social Care MASH**

Phone: **01226 772423** consultation via phone call is necessary before submitting a referral form

Email: [mash@barnsley.gov.uk](mailto:mash@barnsley.gov.uk)

### **Children's social care**

#### **Local Family Hub**

[Family hubs](#)

[Barnsley Hubs leaflet](#)

Phone: 0800 0345 340

Email: [infoFIS@barnsley.gov.uk](mailto:infoFIS@barnsley.gov.uk)

#### **Local Youth Hub**

[Homepage - Base71 Youth Zone](#)

#### **Police**

If a criminal offence has occurred contact police via 101 or 999 as appropriate.

#### **Local Authority Designated Officer (LADO) – for allegations against staff**

[lado.referrals@barnsley.gov.uk](mailto:lado.referrals@barnsley.gov.uk)

#### **Barnsley Local Offer**

For children with SEND and their families

[Special educational needs and disabilities](#)

[\(SEND\)](#)

#### **NSPCC Speak out Stay safe service for Primary schools**

[Speak out Stay safe programme | NSPCC Learning](#)

#### **Emma Hobson**

Schools Coordinator

[emma.hobson2@nspcc.org.uk](mailto:emma.hobson2@nspcc.org.uk)

Tel: 0161 3934421

Mobile: 07562 205039

#### **Drug support for young people**

[Turning Point | Health & Wellbeing \(turning-point.co.uk\)](#)

#### **NSPCC Helpline – for advice public/professionals**

0808 800 5000

#### **NSPCC Whistleblowing Helpline**

0800 028 0285

#### **NSPCC Report Abuse in Education**

0800 136 663

[NSPCC dedicated helplines | NSPCC](#) – FGM/ Gangs/ Radicalisation/ Talk Relationships

**Counter Terrorism helpline**

0800 789 321

**Forced Marriage Unit**

020 7008 0151

[fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)

**Karma Nirvana** – charity working to end honour-based abuse in UK

[Karma Nirvana](#)

**National Association People Abused in Childhood NAPAC**

0808 801 0331

[NAPAC – Supporting Recovery From Childhood Abuse](#)

**Stop It Now**

Leading charity working in the field of sexual abuse. Also provides support for people who are worried about their own thoughts or behaviour towards children.

0808 1000 900

[Stop It Now! UK and Ireland | Preventing child sexual abuse](#)

**Professional Online Safety Helpline**

0844 3814772

**National Services – Domestic Abuse**

[Domestic Violence & Abuse · Emergency Injunction Service \(ncdv.org.uk\)](#)