

# Athelstan Primary School

## Child Protection Policy

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In conjunction with the DFE Guidance "Keeping Children Safe in Education", Sept 2025, "Working Together To Safeguard Children", update December 2023.

Athelstan Primary School fully recognises the contribution it can make to protect children and support pupils in school.

The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance.

The definition of safeguarding for the purpose of this policy in line with KCSIE (2025) paragraph 3: Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- 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 the impairment of children's mental health and physical health or development
- ensuring the children grow up in circumstances consistent with the provision of safe and effective care
- taking action enable all children to have the best outcomes

Our school fully recognises the contribution it can make to protect children and support pupils in schools. We commit to safeguarding and that it aims to create a culture of vigilance.

There are three main elements to our Safeguarding policy:

- a) Prevention:  
(e.g. positive school atmosphere, teaching and pastoral support to pupils, recognising children at risk and knowing what makes children more at risk).
- b) Protection:  
(By following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns)
- c) Support:  
(to pupils and school staff and to children who may have been abused or faced or at more risk of adverse childhood experiences ACES).

This policy applies to teaching staff, non-teaching, support and volunteer staff, and anyone else who is responsible for or is in contact with children in our school.

### **SCHOOL COMMITMENT**

We recognise that high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse or faced adverse childhood experiences (ACES) and have SEN.

Our school will therefore:

- a) Work with partner agencies through Operation Encompass.
- b) Establish and maintain an ethos where children feel secure and are encouraged to talk by giving the children a platform to talk.
- c) and are listened to.
- d) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. And that the children are actively encouraged to use their emotion token before register and after the afternoon register.
- e) Include in the curriculum, activities and opportunities for RSHE, Citizenship and Healthy Minds, which help equip children with the skills they need to stay safe from all forms of abuse; including what Child on Child abuse is.
- f) Included in the curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- g) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies. This will ensure that the child's wider environment is factored in to establish how all areas of a child's life may impact on the child's safety, (ie; contextual safeguarding). This also means professional curiosity will be used.
- h) Ensure that mobile phones and other communicative devices brought to school by children are handed directly to their teacher at the beginning of the school day. They are stored in a box and are collected by the child at the end of the day. Sheffield Safeguarding Policy on 'Online Safety' is addressed by teachers within the curriculum. The devices are handed in at their own risk, school will not accept any responsibility for theft or damage or mix up with devices.
- i) Keep staff up to date with the "Prevent" duty guidance and report to Governors appropriately
- j) Highlight our "Anti Bullying" approach, providing pupil voice opportunities around peer abuse.
- k) We have scrutinised our Child on Child Abuse approach to encompass new thinking; we have separately trained staff and have risk assessments in place should we need to use them. Together, the DSL, FSW will support the year group leader to put the risk assessment into practice. We have adopted the notion that this can happen at our school; having this in our minds means we can suitably identify and support those pupils.
- l) Work with parents and carers to maximise attendance at school.

## **FORMS OF ABUSE**

Physical - a deliberate aggressive action on the child that inflicts pain. These can include; wounds, bruises, burns, and sore muscles are all examples of signs of physical abuse.

Emotional - saying hurtful comments to a child, deliberately making the child feel shameful. 'emotional abuse' because damage caused to one's mental state inevitably creates emotional damage.

Sexual - Touching a child in a sexual way or commits a sexual act. Sexual abuse includes any type of behaviour toward a child that is intended for an offender's sexual stimulation. Fondling, forced sexual acts, or indecent physical exposure are some examples. Abuse includes isolated incidents as well as incidences that go on for years.

Neglect -when parents are continually unavailable for their children; not feeding their children, not attending to medical appointments, not allowing access to schooling.

Signs of abuse may display as; seeing physical signs, it may be in the form of a disclosure, it may be how they display behaviour, it may be a child with low self-esteem, or a child that looks particularly unhappy and can also include absences from school.

All staff should be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school and online. All staff should be clear as to the school policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding to where they believe a child may be at risk from it.

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 (KCSIE 2025 Paragraph 24)

### **STATUTORY DEFINITION FOR CHILD SEXUAL EXPLOITATION. (February 2017) [www.gov.uk](http://www.gov.uk)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Schools have a welfare of available resources to help support the protection of children in this area. For example, Guidance from the Home Office on; Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

### **POTENTIAL SYMPTOMS OF CHILD SEXUAL EXPLOITATION**

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;

- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Practitioners should also remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present.

Practitioners should also be alert to the fact that some risk assessments have been constructed around indicators of face-to-face perpetration by adults and may not adequately capture online or peer-perpetrated forms of harm. It is also important to remember that risk assessments only capture risk at the point of assessment and that levels of risk vary over time, and that the presence of these indicators may be explained by other forms of vulnerability rather than child sexual exploitation

#### Potential Vulnerabilities;

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with this indicators will be exploited. Child sexual exploitation can occur without any of these issues:

- Having a prior experience of neglect, physical and or sexual abuse
- lack of safe / stable home environment now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality for example,
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexually
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other children and young people who are being sexually exploited
- family members or other connections involved in adult sex work
- having a physical or learning disability
- being in care (particularly those in residential care and those with interrupted care histories)and
- sexual identity

More information can be found in: Child Sexual Exploitation: Definition and a guide for practitioners (dfE 2017) .

### **Child sexual exploitation is now combined with Child Criminal Exploitation, AS Child Criminal and Sexual Exploitation.**

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are both forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can: be perpetrated by individuals or groups, males or females, and children or adults. be a one-off occurrence or a series of incidents over time range from opportunistic to complex organised abuse. involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence Victims can be exploited even when activity

appears consensual and exploitation, as well as being physical, can be facilitated and/or take place online.

Warning signs:

- acquisition of money,
- clothes,
- mobile phones etc.
- without plausible explanation gang association and/or isolation from peers & social networks exclusion
- unexplained absences from school, college or work
- leaving home or care without explanation
- persistently going missing
- returning late and/or being found out-of-area
- excessive texts, phone calls, multiple handsets
- returning home under the influence of drugs or alcohol
- Inappropriate sexualised behaviour or sexually transmitted infections for age evidence or suspicions of physical or sexual assault
- unexplained injuries
- relationships with controlling or significantly older individuals or groups multiple callers (unknown adults or peers)
- frequenting areas known for sex work
- concerning use of internet/other social media
- increasing secretiveness around behaviours
- self-harm or significant changes in emotional well-being
- Carrying weapons
- Parental concerns
- Decline in academic results & performance

## **COUNTY LINES**

The UK government defines county lines as:

"County lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons."

County line's activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

On 6 December 2021, the government published a [10-year drugs strategy to combat illicit drugs](#). By 2024, we expect the new funding to result in over 2,000 more county lines closed

## **FGM AND THE LAW**

FGM is child abuse and is against the law in the UK. The [Female Genital Mutilation Act 2003](#) makes it illegal to:

- perform FGM in the UK
- assist or arrange for anyone to carry out FGM abroad on girls who are British Nationals or habitual UK residents
- assist a girl to carry out FGM on herself

FGM carries a penalty of up to 14 years in prison.

## FGM protection orders (FGMPOs)

An FGM protection order (FGMPO) is a civil order used to protect those who are vulnerable to FGM, and prevent it from taking place. It gives the courts flexibility in stipulating conditions around safeguarding the welfare of the protected person. This means a court can put provisions in place to facilitate the safe return of girls who have been taken outside the UK for the purpose of FGM.

An FGMPO can be obtained through three issuing [family courts](#). Breaching an FGMPO can carry a penalty of up to five years in prison.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non medical reasons.

### Risk Factors for FGM Include;

- low level integration into UK society
- mother or a sister who has undergone FGM
- girls who withdraw from PSHE
- a visiting female elder from country of origin
- being taken on a long holiday to the country of origin
- talk about a "special procedure" to become a woman

### Warning signs

There are a number of indicators a girl could have been subjected to FGM. Examples can be:

- significant changes in behaviour
- absenteeism from school, particularly after a trip to an FGM practising country
- spending long periods of time out of the classroom
- spending longer than usual going to the toilet
- avoiding going to the toilet
- discomfort when sitting down
- avoiding physical exercise and PT classes
- frequent menstrual or urinary infections
- difficulty walking, sitting or even standing may look uncomfortable
- talking about pain or discomfort between her legs

Children are often unaware that FGM is going to take place. Unfortunately this means there may be few warning signs before it happens. However, sometimes children are made aware in advance, which can lead to a change in their behaviour, such as seeking advice or help from professionals and friends.

<https://www.met.police.uk/advice/advice-and-information/caa/child-abuse/female-genital-mutilation-fgm>

### **MANDATORY REQUIREMENTS FOR REPORTING FGM.**

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18s to the police ([Home Office, 2016](#)).

The national FGM helpline on [0800 028 3550](tel:08000283550).

KCSIE (2025) Paragraph 42: Whilst all staff should speak to the designated safeguarding lead (or deputy) there is specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police".

The mandatory reporting procedures say;  
It is recommended that you make a report orally by calling 101, the single non emergency number.

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to the police, including dialling 999 if appropriate.

In most cases "reports under the duty should be made as soon as possible after a case is discovered and best practice is for reports to be made by the close of the next working day.

## **HONOUR-BASED ABUSE (HBA)**

The CPS and Home Office adopt the following definition of Honour Based Violence (HBV):  
"Honour-based" violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage, and practises such as breast ironing. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Since February 2023, the age of consent for Marriage in England is 18. The Marriage and Civil Partnership (minimum age) Act 2022 means that 16 and 17 year olds may not marry or enter a civil partnership, even if they have parental consent.

Any concerns that a child may be getting married should be referred to the DSL.

## **PRIVATE FOSTERING**

A private fostering arrangement is one that is made privately (without the involvement of the 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.

A 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. We at school have a mandatory duty to report to the local authority when we are aware of a private fostering arrangement. School staff should notify the DSL when they become aware of a private fostering arrangement. The DSL will speak to the family of the children involved to check that they are aware of their duty to inform the LA.

## **ONLINE SAFETY**

The Sheffield Safeguarding Policy on 'Online Safety' is addressed by teachers within the curriculum, we also have a separate online safety policy which outlines our commitment to keeping children safe online on the use of mobile and smart technology.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for their effectiveness. KCSIE (2025) outlines the four areas of risk for online safety:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff at risk, please report it to the Anti-Phishing Working Group

## **FILTERING AND MONITORING**

We make sure that any school devices used away from the school site are also subject to monitoring and filtering procedures.

Each year our designated safeguarding lead, along with our IT team and governor review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the systems are understood by staff and reports are managed appropriately.

## **FRAMEWORK**

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

Child protection is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Sheffield Children Safeguarding Partnership.

The Local Authority Child Protection Policies and Procedures, and the 'Toolkit' will be used and followed in all cases. There is also a policy relating specifically to Athelstan Primary School. These are all stored centrally on Google Drive for access by staff and copies of policies and procedures are displayed in relevant areas around the school. A copy is available for parents in a file which is located in the central reception area.

## **ROLES AND RESPONSIBILITIES**

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

The Deputy Headteacher is the designated teacher whose role includes the following responsibilities, with the support of the Family Support Worker:

- Attending Child Protection conferences
- Dealing with referrals

- If we have concerns about a child and parents/carers are not contactable then the school will send a letter by registered mail. If there is no contact following the letter we will refer to other agencies.
- Liaising with other institutions
- Giving advice to colleagues; providing updates and briefings as appropriate
- Working with South Yorkshire Police and Sheffield City Council to ensure the project Operation Encompass works efficiently.
- Organising/conducting in service training
- DSL/FSW will maintain the vulnerable children's matrix. All staff will familiarise themselves with the matrix and check for updates.
- Respond to any behaviour concerns.
- Respond and action any Child on Child abuse and risk assessments
- Monitor children who have low attendance, and follow policies for any concerns.

The Deputy Headteacher and Family Support Worker are all Deputy Child Protection Liaison Officers.

There is a nominated Child Protection Governor for Athelstan Primary School, who monitors and oversees this area of school life. Confidentiality is always maintained.

The LA Safeguarding Children Service is available to give advice and run INSET for staff or individuals.

### **OUT OF SCHOOL PROVIDERS**

We ensure that any out of school providers who come onto school premises meet the guidance outlined by the DFE After School Clubs, Community activities and tuition: safeguarding guidance for providers (DFE. September 2023)

Whilst the out of school provider is responsible for their own safeguarding and child protection policies, the school may refer any concerns they have about the provider to the local authority.

### **ALTERNATIVE PROVISIONS**

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupils needs.

### **ATTENDANCE**

If children arrive late they report to the main office. The Administration staff will amend the register. Notification of absence is required each day of absence, unless a date of return is confirmed, by either a telephone call or letter to school. If we have not had any contact by the second day of absence we will consider a home visit, and should school have further concerns we will contact the police to undertake a 'safe and well' visit.

If the school does not receive notification, the Administration staff will contact the parent/carers during the morning, as indicated in the "Athelstan Attendance" document. The school will follow the guidelines from the Attendance and Inclusion department of Sheffield when dealing with poor attendance.

At the weekly Attendance Strategy Group meetings, registers will be checked to look for significant patterns of absence by individual children. If such patterns are noticed, a member of the group will first contact the parents/carers to alert them that this pattern has been noticed. If it persists, then a School Attendance Panel (SAP) meeting will take place to discuss the matter.

This could include the use of a Parenting Contract, which is designed to give parents and carers support in improving their child's attendance. Schools can also consider referring the child to Social

Care under the criteria Education Neglect. Ultimately if there is still no improvement, the parents or carers could be prosecuted, or they could receive a Penalty Notice.

Attendance Strategy Group minutes are used to inform the School Self Evaluation Process.

## **EMERGENCY CONTACTS**

In line with the government guidelines, parents are to give school **at least two emergency** contact numbers. If parents and carers do not give emergency numbers and school consistently are not able to contact the parent or carer, school will contact other agencies for support.

## **PROCEDURES**

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the Sheffield Children Safeguarding Partnership ' Procedures.

The school's information document and the leaflet entitled 'Information for Parents/ Carers) will inform parents/carers of the school's duties and responsibilities in this area.

Governors will be kept informed by an anonymous report annually and by the annual 'Safeguarding Report from Headteacher"- which is presented at the summer term governors' meeting by the CPLT. Notes from the governing body will be recorded on the back and then sent to the Sheffield Safeguarding Team.

## **TRAINING AND SUPPORT**

Our school will ensure that the DSL, FSW and nominated governor for Safeguarding, as well as the governing body attend training relevant to their role. Staff will be trained in staff meetings and any issues, which arise, will be prioritised. An audit of training for all staff will be maintained. The designated members of staff will have training every two years, with refresher updates regularly, where appropriate. Yearly refreshers are attended by the team.

All staff will receive and be able to access Child Protection training relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. All staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately should an incident occur.

All staff will be trained to recognise and respond to situations where a child may be considered to be at risk.

One member of our senior leadership team is responsible for the implementation of appropriate procedures. This person also has a deputy.

Our school (Headteacher/Manager/Governing Body) will ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

## **PROFESSIONAL CONFIDENTIALITY**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

Staff will be aware that they can never guarantee confidentiality to a child and that the member of staff must convey to the child that they have to inform the Safeguarding Lead who may then need to contact other people about the issue.

The class teacher will be informed that there are concerns about a child in their class but confidentiality will be maintained.

Some staff may know families outside of school. Children and families we work with will only be discussed on a professional basis and should be carried out in conjunction with the staff handbook.

## **RECORDS AND MONITORING**

Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies, through the Family Common Assessment Framework system, the gateway meetings, and record appropriate records on our newly updated CPOMS system.

Factual observations only will be recorded without embellishment.

When an issue is raised, the person with the concern records the information on a cause for concern google form; this is sent directly to the DSL and FSW or follows Athelstan's Staff Safeguarding Procedures; this is stored electronically. The need is assessed whether to involve other agencies and/or to gain 'Early help' by the way of completing an FCAF to share information. Children who have been identified as 'At Risk', will be monitored in terms of their progress and clear records will be maintained.

These records will be shared with agencies as appropriate.

## **ATTENDANCES AT CHILD PROTECTION CONFERENCES**

Where necessary, DSL or FSW, will attend a Child Protection Case Conference. When whole staff training takes place, staff will be briefed as to the purpose and procedure of these conferences. They will also receive advice on how to produce relevant, concise and professional reports.

If school has made a referral, the DSL/FSW will support staff to maintain a working relationship with parents/carers throughout the process.

At Child Protection Case Conferences and subsequent meetings, the safeguarding staff member will give views on all aspects of the child's life, not just education.

## **SUPPORTING PUPILS AT RISK**

Our school recognises that children who are abused, who witness violence or have experienced adverse childhood experiences may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider fixed or permanent exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others (peer abuse). Any forms of bullying or abuse are acted upon accordingly. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. Intervention by the safeguarding team may be needed to support the child in school.

This school will endeavour to support pupils through:

- a) the curriculum to encourage self-esteem and self-motivation.
- b) open opportunities for children to express their voice/concerns; we use emotion scales across school to provide pupils with an opportunity at the beginning of the day to share how they are feeling.
- c) the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- d) the implementation of our school behaviour policy.
- e) Risk assessment around peer-on-peer abuse.

- f) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- g) regular liaison with other professionals and agencies that support the pupils and their families.
- h) Keeping children safe in Education (2022) 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purpose of keeping children safe. This includes allowing practitioners to share information without consent.
- i) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- j) the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

This policy should be read in conjunction with other related policies in school, which you can find at: <https://www.safeguardingsheffieldchildren.org/scsp>

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple difficulties, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. At Athelstan we provide pastoral support and attention for these children along with ensuring any appropriate support for communication is in place.

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

## **SAFE SCHOOL, SAFE STAFF**

If necessary, the DSL/FSW will accompany the member of staff when talking to a child.

The DSL/FSW, Business Manager and numerous members of the Senior Leadership Team have completed their 'Safer Recruitment' training.

Police checks are now standard practice in helping to ensure that 'safe' staff are recruited into school. The Single Central Record is kept up to date in line with new policies and requirements. DBS checks and section 128 checks are completed for all Governors and recorded on the Single Central Record and in line with any updates from KCSIE 2025.

## **PROCEDURE TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT THE WELFARE OR SAFETY OF A CHILD**

**Supply teachers are handed a copy as they sign in.**

- A cause for concern form is completed by the member of staff who hears/sees the concern.
- Contact the DSL/FSW as soon as possible and follow the procedure. A delay can significantly hinder the response of other agencies. If the CPLT is not available, contact the DSL/FSW who will then follow procedures. A member of the team is available at all times.
- Do not interrogate or ask the child leading questions but do make simple inquiries and record in detail. Limit how many staff speak to the child, ie where possible the adult listening to the child, or observing the child, then onto the DSL or FSW. Include the circumstances, date and time when the information was received.
- Do not contact the parent/carers.

Report all allegations no matter how insignificant they may appear. The DSL/FSW will add the documented information to any previous records. The child involved may be 'At Risk' and may have a Key Worker who will be contacted. She/he will seek advice, where appropriate.

If a pupil demonstrates that they will only confide in their class teacher then immediate help should be sought in order to supervise their class.

If an allegation is made about the DSL/FSW, the Headteacher is informed immediately.

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral will be made by the Child Protection Designated Person. **This referral will be by telephone to the Social Care Safeguarding Hub.**

## **PROCEDURE TO FOLLOW IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF & VOLUNTEERS**

Members of staff are advised to never put themselves in a vulnerable position where an allegation can be made against them.

The procedures followed by the school if such an allegation is made are as follows:

All allegations should be:

- Dealt with by the Head Teacher, Principal, Proprietor, Chair of Governors/Management Committee i.e. the Case Manager, even if not the employer (including leading investigations e.g. where supply agencies are involved)
- Responded to quickly, fairly & consistently, protecting the child or young person whilst supporting the person subject to the allegation
- Systematically recorded by the LADO & Case Manager, detailing all decisions & actions

## **SUPERVISION OF CHILDREN**

Whilst in the care of School, the children will be supervised at all times. There are some variations to supervision.

For example, toilet breaks ie inside the toilet area,  
 pupils taking notes round school,  
 pupils carrying out jobs around school.

However, there are always staff around at these times.

Children will not be left unsupervised in classrooms, outdoor spaces etc.

Residential trips always have risk assessments in place and on a residential trip there would always be two members of staff that enter into the children's sleeping area.

SEN children have their own plans in place, which may include personal care.

This policy will be reviewed annually, or in the event of Public Health Advice.

Dated Sept 2025  
 Review Sept 2026