



SAFEGUARDING POLICY

PHASE	JUNIOR Sheffield Academy Lowedges Junior Academy
POLICY LEAD	RACHEL DENTON (ACET LEAD ON SAFEGUARDING)
DATE OF APPROVAL BY TRUSTEES	23 NOVEMBER 2020
DATE OF RECEIPT BY LOCAL GOVERNING BODY	DECEMBER 2020
FREQUENCY DATE	ANNUALLY
NEXT REVIEW DATE	OCTOBER 2021

ACET Safeguarding Policies are adopted from the model policies provided by Rotherham, Sheffield and Derbyshire local authorities.

The Designated Safeguarding Lead - ACET

Rachel Denton rdenton@swintonacademy.org

The Governor with Responsibility for Safeguarding - ACET

Roy Dyson (please see contact details below)

Key Contacts in the Academy

Academy	Lowedges Junior Academy	
Role	Name	Contact details
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ACET Governor for Safeguarding	Roy Dyson	Clerk to Local Governing Body Rachel Walker FAO Rachel Walker Lowedges Junior Academy Lowedges Road SHEFFIELD S8 7JG Tel 0114 237 2196 rachel.walker@astonacademy.org

Policy Consultation & Review

This policy is available on our academy website and is available on request from the academy office. We also inform parents and carers about this policy when their children join our academy and through our academy newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (effective 1st September 2020).

This policy will be reviewed in full by the Governing Body on an annual basis.

Safeguarding Statement

All adults in school have a responsibility to safeguard and promote the welfare of children

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1. PURPOSE & AIMS

1.1 The purpose of the academy Safeguarding Policy is to ensure every child who is a registered pupil at our academy is safe and protected from harm and we expect everyone who works in our academy to share this commitment. This means we will always work to take all welfare concerns seriously and always act in the best interests of the child to:

- Protect children and young people at our academy from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development;
- Ensure that children and young people at our academy grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our academy to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our academy.

1.3 Our academy fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our academy. This will include recognising when they are at risk and how to get help when they need it and identifying children who may benefit from early help. We also assess the risks and issues in the wider community when considering the wellbeing and safety of our pupils. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our academy will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our academy will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2 **'Everyone'** who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the **'right help at the right time'** to address risks and prevent issues escalating. All staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

Throughout our curriculum we will provide activities and opportunities for children to develop

the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Our assembly programme will include items on safeguarding and invited visiting speakers will reinforce messages to children about staying safe. Our assembly programme will include items on safeguarding and invited visiting speakers will reinforce messages to children about staying safe. Our broad and balanced curriculum takes into account the new 'Relationships, sex education and health education – 2020 guidance.

2.4

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with working Together to Safeguard Children (2018)

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the academy and can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra –familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

3. WHAT IS ABUSE?

- Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.
- **APPENDIX 4** defines each category of abuse in more detail and provides useful contact details

Specific safeguarding issues are:

3.1 Child Sexual Exploitation (CSE)

CSE 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. CSE does not always involve physical contact; it can occur through the use of technology.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Very young children can also be affected or targeted, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our academy are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

More information on CSE is contained in Annex A of Keeping Children Safe in Education 2020 Child sexual exploitation: Definition and a guide for practitioners (DfE 2017), and Chapter 2.1.1 of the Sheffield LSCP child protection online procedures: <http://www.safeguardingsheffieldchildren.org>

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from academy, 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.

3.2 Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Within the Academy we believe that all children have a right to attend academy and learn in a safe environment. Children should be free from harm by adults in the academy and other children.

All staff in this academy are aware that safeguarding issues can manifest themselves via peer on peer abuse which is likely to include such things as:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

- Sexual violence and sexual harassment – Part 5 of Keeping Children Safe in Education (2020) gives guidance to academies on how to manage reports of child on child sexual violence and sexual harassment.
- Sexting (also known as ‘youth produced sexual imagery’)
- Initiation (sometimes referred to as ‘hazing’) type violence and rituals/gang activity

All staff in this academy are clear about the action to take where concerns about peer on peer abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy’s Behaviour Policy. All staff will be aware that students of any age and sex are capable of abusing their peers and will never tolerate abuse as ‘banter’ or ‘part of growing up’

In cases of ‘sexting’ we follow guidance given to academies and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in academies and colleges, responding to incidents, and safeguarding young people’.

More information on peer on peer abuse/sexual violence is contained in Part 5 and Annex A of Keeping Children Safe in Education (2020) and Chapter 2.1.2 of the Sheffield LSCP child protection online procedures:

<http://www.safeguardingsheffieldchildren.org>

A Preventative Approach

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding

to incidents, and safeguarding young people’.

In cases of ‘Upskirting’ we recognise that it is an offence under the Voyeurism Offences Act 2019 to operate equipment and to record an image beneath a person’s clothing without consent and with the intention of observing, or enabling another person to observe, the victim’s genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose eg; obtaining sexual gratification or to humiliate, distress or alarm a victim. Upskirting will not be tolerated by the academy and any incidents must be reported to the DSL who will then decide on an appropriate course of action.

3.3 Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

The Academy is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a ‘special’ procedure to become a woman

FGM may be likely if there is a visiting female elder, if there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-academy to visit an ‘at-risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around ‘**Honour Based Violence**’ which is defined as “crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing”

The academy has due regard to the **mandatory reporting duty**, which came into force in October 2015 (Serious Crime Act), of the FGM Act 2003, which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Staff in this academy will be vigilant and will report promptly any FGM or other Honour Based Violence concerns to the Designated Safeguarding Lead.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2020) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Sheffield LSCP child protection online procedures:

<http://www.safeguardingsheffieldchildren.org>

3.4 Preventing Radicalisation and Extremism (Prevent Duty)

The academy has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being ‘drawn into extremism and terrorism’.

In our academy we use age-appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via our academy website, to the Sheffield LSCP website which provides information on radicalisation for children and young people, their parents/carers and professionals:

www.sheffield.gov.uk/safeguarding

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

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for academies to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Sheffield are via the LA Children’s Social Care Multi-Agency Safeguarding Hub (SOCIAL CARE) on 01709 336080.

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education (2020) and Chapter 2.1.6 of the Sheffield LSCP child protection online procedures:

<http://www.safeguardingsheffieldchildren.org>

3.5 Online Safety

The use of technology has become a significant component of many safeguarding issues. As an academy we are aware that the predominant issues associated with online safety are:

- Content – exposure to illegal, harmful or inappropriate material; for example pornography, fake news, racist or radical and extremist views
- Contact – harmful online interaction with others; for example commercial advertising as well as adults posing as children or young people
- Conduct – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (*the production and sharing of sexual images of under 18s is illegal*), or online bullying

At our academy, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a separate E-Safety Policy which can be found on our academy website.

As an academy, we will provide information for parents and carers on online safety plus links to useful websites. A selection of useful links can also be found in Annex C of Keeping Children Safe in Education (2020) and Chapter 2.1.5 of the Sheffield LSCB child protection online procedures:

The academy recognises that today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. The school e-safety policy and day-to-day online e-safety procedures have due regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school' (June 2019) this helps teach our pupils how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app.

<http://www.safeguardingsheffieldchildren.org>

3.6 Children with Special Educational Needs and Disabilities (SEND)

Our academy understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in our academy, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

More information on children with SEND is contained in Annex A of Keeping Children Safe in Education 2020, the NSPCC document '*We have the right to be safe – Protecting disabled children from abuse*' (Oct 14) and Chapter 2.1.3 of the Sheffield LSCB child protection online procedures:

<http://www.safeguardingsheffieldchildren.org>

3.7 Children Missing Education

Children missing education are children of compulsory academy age who are not registered pupils at a academy and are not receiving suitable education otherwise than at a academy. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during academy hours is an extremely important aspect of Safeguarding. Missing academy can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues. We monitor attendance very carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when children are not at academy. This means we need to have a least TWO up to date contacts numbers for parents/carers. We strongly encourage parents/carers to update the academy as soon as possible if the contact details change.

All staff in the academy understands the importance of regular attendance and our academy has appropriate procedures to follow for unauthorised absence in place and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education 2020 and Chapter 2.3.2 of the Sheffield LSCP child protection online procedures:

<http://www.safeguardingsheffieldchildren.org>

3.8 Additional safeguarding issues

- Additional guidance on other safeguarding issues such as Substance Misuse, Domestic Abuse, Trafficking, Mental Health and many more is contained in Annex A of 'Keeping Children Safe in Education 2020' along with information about the indicators of abuse contained in Chapter 1.2.4 of the Sheffield LSCB child protection online procedures:

<http://www.safeguardingsheffieldchildren.org>

3.9 Looked After Children (LAC)

A child who is looked after by a local authority (as defined in section 22 of the Children Act 1989) means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. Every academy must have a named designated teacher for LAC who works closely with the Virtual Academy Team and the Local Authority. The Designated Teacher for LAC in this academy is Lindsay Jones. We have a separate LAC policy which can be found at <http://www.lowedgesacademy.org/>

3.10 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.

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.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Further information on Private Fostering can be found in Part One and Annex A of Keeping Children Safe in Education 2020 and chapter 2.3.7 of the Sheffield LSCP child protection online procedures: <http://www.safeguardingsheffieldchildren.org>

3.11 Criminal exploitation of children (county lines)

The criminal exploitation of children is a geographically widespread form of harm that typically crosses county boundaries. Key to identifying potential involvement are 'missing episodes', that is when a child may have been trafficked and/or groomed for the purpose of transporting drugs. Like other forms of abuse and exploitation, this can affect any child under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

Signs which may indicate criminal exploitation:

- Persistently going missing from the academy or home and/or being out of area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts/phone calls
- Relationships with controlling/older individuals or groups
- Leaving home/ care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in academic performance
- Gang association or isolation from peers or social networks
- Self harm or significant changes in emotional well-being

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including, reference to the Safeguarding procedures as outlined by the Local Authority. This will mean a referral into Sheffield Social Care on 0114 273 4855. The academy will always offer support to the victim.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and or take place online.

3.12 Contextual Safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy, will always consider the context of incidents – this is known as contextual safeguarding. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH.

3.13 Serious violence

All staff, through training, will be made aware of the indicators which may signal that a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

The most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime are; a history of committing offences, substance abuse, anti-social behaviour, truancy and peers involved in crime and/or anti-social behaviour. If any staff member suspects that a child maybe vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

More information on the criminal exploitation of children and serious crime can be found in Annex A of Keeping Children Safe in Education (2020) and also in Chapter **2.1.12 'Gang Activity, Youth Violence and Criminal Exploitation Affecting Children'** of the Rotherham LSCP procedures online:

3.14 Early Help and support for children in need:

Early help means 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. We will work with local agencies in Sheffield to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. This may be a child who:

- Is disabled and has specific additional needs/Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently going missing from care or from home
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; being a young carer
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Has returned home to their family from care; is a privately fostered child
- Is showing early signs of abuse and/or neglect

We will seek alternative support via Sheffield Children's Social Care if parents do not engage with Early Help

Domestic violence and Operation Encompass

Operation Encompass is a unique early intervention safeguarding partnership enabling support for children and young people who may have experienced or are affected by domestic abuse.

Operation Encompass will ensure that incidents of Domestic Abuse where police have attended are shared with academies, not just those where an offence can be identified.

By knowing that a child has had this experience, the academy is in a better position to understand and be supportive of the child's needs and possible behaviours.

We are keen to offer the best support possible for our children and young people and we believe Operation Encompass will enhance the safeguarding within the academy. This will be extremely beneficial for those involved.

3.15 Mental health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health

problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and the Designated Safeguarding Lead or deputy informed.

4. ROLES AND RESPONSIBILITIES

4.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this academy. This includes the responsibility to provide a safe environment in which children can learn.

4.2 The Governing Body Academy is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the academy.

4.3 The Governing Body will ensure that:

- The Safeguarding Policy is in place and is reviewed annually, is available publicly via our academy website and has been written in line with 'Keeping Children Safe in Education 2020', Local Authority advice and the requirements of the Sheffield Local Safeguarding Children Board (LSCP) policies and procedures.
- The academy contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018); this means working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- The academy contributes to multi-agency plans to provide additional support to those children subject to child protection plans. This will mean that we will allow access to children's social care should they need to conduct a section 17 or a section 47 assessment (see chapter 1 of Working Together to Safeguard Children 2018 for more information on these assessments)
- The academy has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The academy has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of *'Keeping Children Safe in Education 2020'* and the academy's Code of Conduct (see appendix 2).
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our academy. Training for Governors to support them in their safeguarding role is available from Governor Development Service or other local training providers.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education 2020 and local authority/LSCP guidance.
- Safer recruitment practices are followed in accordance with Part Three of *'Keeping Children Safe in Education'* (2020) and also Chapter 5.2 of Sheffield LSCB Child Protection Procedures.
<http://www.safeguardingsheffieldchildren.org>
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Ensure all relevant persons are aware of the academy's local safeguarding arrangements, including the governing body itself, the SLT and DSL.

4.4 Safeguarding will be a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Designated Safeguarding Lead. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Principal

4.5 Within our Academy the Principal will ensure that the above policies and procedures, adopted by the governing body, are followed by ALL staff. The Principal is also responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;

- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- ensuring the academy is aware of and will follow the local safeguarding arrangements.

The Designated Safeguarding Lead

4.6 The Designated Safeguarding Lead is responsible for safeguarding and child protection at Lowedges Junior Academy. The key role of the Designated Safeguarding Lead is to:

- Understand and keep up-to-date with local safeguarding arrangements
- Act as the main point of contact with the three safeguarding partners
- manage referrals from academy staff or any others from outside the academy
- work with external agencies and professionals on matters of safety and safeguarding
- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the pupil's new academy

The Designated Safeguarding Lead (DSL) and Deputy DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education 2020'*. The DSL and the Deputy DSL will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSL and Deputy DSL will update their knowledge at regular intervals (at least annually) via e-bulletins, meeting other designated safeguarding leads etc.

The DSL and Deputy will provide advice and support to other staff on child welfare and child protection matters.

4.7 The DSL and Deputy at this Academy will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi-agency meetings and contribute to the assessment of children, including Early Help assessments.

4.8 The DSL will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely.

4.9 When a child leaves our academy, the DSL will make contact with the DSL at the new academy and will ensure that the child protection file is forwarded to the receiving academy in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving academy and/or evidence of recorded delivery.

4.10 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education 2018 and the Sheffield LSCB.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Our academy adheres to child protection procedures that have been agreed locally through the new Safeguarding Partnership. The three local safeguarding partners that have been established that have been established arrangements to work together with all appropriate agencies are;

1. Local Authority
2. Clinical Commissioning Group
3. The Chief Police Officer

5.2 It is *not* the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.3 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our academy. Any member of staff or visitor to the academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.4 If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

5.5 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this academy. (please refer to APPENDIX 1).

5.6 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care as required. All information and actions taken, including the reasons for any decisions made, will be fully documented

5.7 All referrals will be made in line with Sheffield Local Safeguarding Children's Partnership procedures – Chapter 1 *'Referring Safeguarding Concerns about Children'*
<http://www.safeguardingsheffieldchildren.org>

5.8 If, after a referral, the child's situation does not appear to be improving, we will consider following the Sheffield LSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

5.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Social Care, or the police, if the situation is an emergency and the DSL, their deputy and the Principal are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety.

5.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the Social Care directly with their concerns.

5.11 If staff members have concerns about another staff member (including supply staff) then this should be referred to the Principal. Where there are concerns about the Principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent academy as appropriate.

5.12 Where there are concerns about the way that safeguarding is carried out in the academy, staff should refer to our Whistleblowing Policy (see policy on the academy intranet).

6. WORKING WITH PARENTS & CARERS

6.1 Our Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

6.2 When new pupils join our academy, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the academy website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Social Care.

6.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

6.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the academy has about a child will not prevent the DSL making a referral to social care in those circumstances where it is appropriate to do so.

6.5 In order to keep children safe and provide appropriate care for them, the academy requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise ie, illness, not being collected at the end of the academy day, a child going missing or a safeguarding concern.

- Full details of any other adult authorised by the parent to collect the child from academy (if different from the above).

The Academy will retain this information on the pupil file. The academy will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the academy has been supplied with the adult's full details in writing. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

7. SAFER RECRUITMENT

7.1 At all times the Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of *'Keeping Children Safe in Education 2020'*. We have written recruitment and selection policies and procedures in place and we always ensure that at least one member of every interview panel, when recruiting new staff, has completed safer recruitment training (as per the Academy Staffing (England) Regulations 2009). We will take advice from Sheffield LSCP about safe recruitment training opportunities to ensure that we keep up to date with any changes to guidance, policy and procedures.

7.2 within our Academy we will use the recruitment and selection process to deter, reject or identify unsuitable candidates. Part Three of Keeping Children Safe in Education 2020 describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the academy. We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information

7.3 We will maintain a Single Central Record of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in an independent academy (including any free academy)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

STAFF CONDUCT AND THE USE OF PHYSICAL CONTACT

7.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. There are extremely rare circumstances, however, **when a senior member of staff only** may have to use 'reasonable force' to safeguard a child or young person e.g. if a child is in **serious danger of harm to themselves or another person**. This would only ever be as a last resort when all other de-escalation techniques have not been successful.

7.5 Our Academy **does not subscribe to the Team Teach** training method to restrain a child. Senior staff will take responsibility for any physical contact with a child.

8. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

8.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our academy. We do recognise however that sometimes the behaviour of adults may lead to concerns being raised about their behaviour or an allegation of abuse being made.

8.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

8.3 We will take all possible steps to safeguard our children and to ensure that the adults (including staff, volunteers and supply staff) in our academy are safe to work with children. We will always ensure that the procedures outlined in Sheffield Local Safeguarding Children Board Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2020) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused or could cause harm to children.

8.4 If an allegation is made or information is received about an adult who works in our academy which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. This would also include where relationships and 'associations' that staff have in academy and outside (including online) may have an implication for the safeguarding of children in our academy. Should an allegation be made against the Principal, this will be reported to the CEO and the Chair of Governors.

8.5 The Principal or Chair of Governors will seek advice from the LADO within one working day and will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

8.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact the LADO via SOCIAL CARE on 0114 273

4567.

8.7 The academy will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or there is a reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not regulated activity or they are suspended.

Further information is also available in Chapters 5.1, 5.2 and 5.3 of the Sheffield LSCP online child protection procedures.

<http://www.safeguardingsheffieldchildren.org>

9 RELEVANT POLICIES AND TRAINING

9.1 All staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

9.2 To underpin the values and ethos of our academy and our intent to ensure that pupils at our academy are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Safeguarding policy
- Staff Code of Conduct
- Anti-Bullying
- Behaviour: Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance and Children Missing Education
- E-safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

All our policies have been approved by the Governing Body and state both the date of approval and arrangements for review.

10. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- ‘Working Together to Safeguard Children’ DfE (2018)
- ‘Keeping Children Safe in Education’ DfE (2020)
- ‘Keeping Children Safe in Education’ DfE (2020) - Part One and Annex A for ALL staff.

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- ‘What to do if you’re worried a child is being abused?’ NSPCC
<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/what-if-suspect-abuse/>
- www.Sheffield.gov.uk/safeguarding
- <http://www.safeguardingsheffieldchildren.org>



APPENDIX 1: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to **[ENTER NAME OF DSL]** if they have a safeguarding concern about a child in our

academy.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in academy

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	Date:
Position:	Time:
Your signature:	
Date:	

Action taken by DSL

Referred to...?

Police MASH Early Help Other, ie, Academy Nurse, EWO, CAMHS etc.

Parents informed? Yes /No (If No, state reason)

Feedback given to...?

Pastoral team Tutor Child Person who recorded disclosure

Further Action Agreed:

(For example, Academy to instigate an Early Help Assessment, Child in Need, Child Protection etc.)

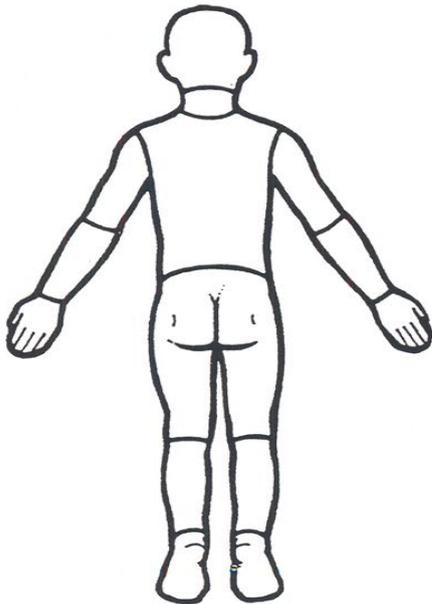
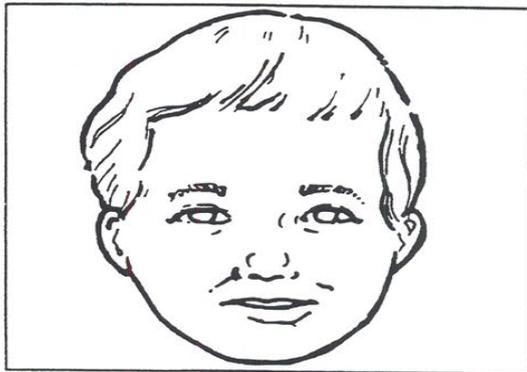
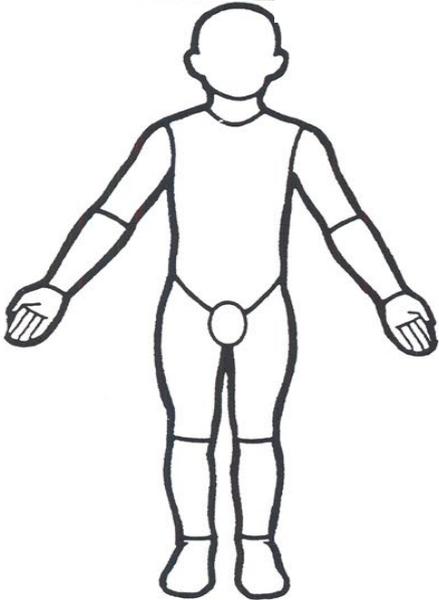
Full name:

DSL Signature:

Date:

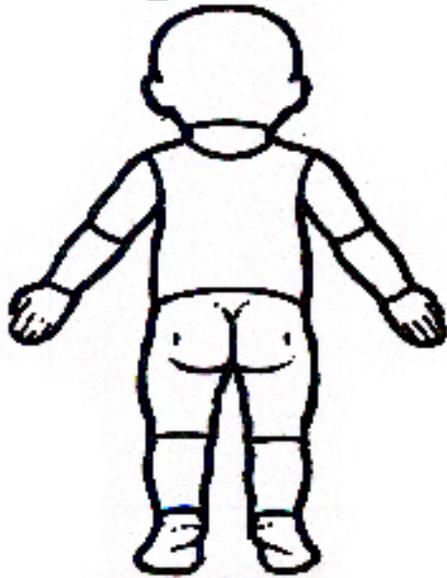
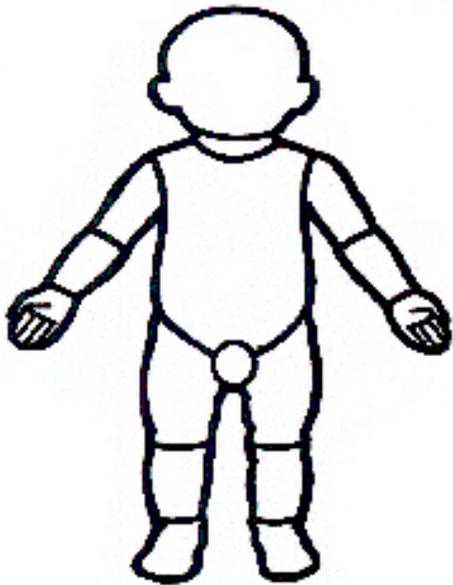
Body Plan

Older Child



2

Young Child





APPENDIX 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children and at our academy we take this responsibility seriously.

If you have any concerns about a child or young person in our academy, you must share this information immediately with our Designated Safeguarding Lead (DSL) or Deputy DSL (Details of which are below)

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must speak to the DSL or Deputy DSL without delay.

If you are unable to locate them ask a member of the academy office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer via SOCIAL CARE on 0114 273 4855

The people you should talk to in academy are:

Designated Safeguarding Lead:

Location of office:

Contact Number:

Deputy Designated Safeguarding Lead:

Location of office:

Contact Number:

At _____ academy we strive to safeguard and promote the welfare of all of our children. The welfare of the child is always paramount.

APPENDIX 3: When to make a referral to SOCIAL CARE

For information about thresholds, see [Sheffield Multi-Agency Continuum of Need Guidance](#) and [Multi-Agency Threshold Descriptors](#).

A referral should be made to SOCIAL CARE when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**;
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**;
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and Newborn Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**;
- A non-mobile infant sustains any injury - the presence of any bruising, of any size, in any site should initiate a detailed examination and inquiry into its explanation, origin, characteristics and history, and the child should then be referred to SOCIAL CARE;
- A baby or child or young person is not meeting appropriate developmental milestones or they appear to have faltering growth – for more information see **Safeguarding Children at Risk Due to Faltering Growth Procedure**;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**;
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information;

- There are concerns that a child or young person is being sexually exploited - for more information see [Safeguarding Children and Young People from Sexual Exploitation Procedure](#);
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see [Safeguarding Children and Young People who go Missing from Home and Care](#);
- There are concerns a child may be harmed because of use of technology or social media – for more information see [E-Safety: Safeguarding Children Exposed to Harm through the Digital Media](#);
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see [Persons who Pose a Risk to Children Procedure](#));
- A child is being denied access to urgent or important [Medical Assessment](#) or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see [Safeguarding Children in Whom Illness is Fabricated or Induced Procedure](#));
- A child is at risk of being subjected to illegal procedures, for example:
 - [Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure](#);
 - [Safeguarding Children and Young People from Forced Marriage Procedure](#);
 - [Safeguarding Children and Young People from Honour Based Violence Procedure](#);
 - There are grounds for concern that a person may be a victim of human trafficking (see [Safeguarding Children who may have been Trafficked from Abroad Procedure](#) and [National Referral Mechanism: guidance for child first responders \(Home Office, August 2013\)](#)).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see [Supporting Children and Young People Vulnerable to Violent Extremism Procedure](#);
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through [Domestic Abuse](#) (see [Safeguarding Children at Risk because of Domestic Abuse Procedure](#));
- A child is at risk of being harmed because of concerns about their parents' mental health see - [Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure](#);
- Either an adult or a child makes allegations of non-recent abuse, for more information see - [Safeguarding Children and Young People Involved in](#)

Organised or Multiple Abuse, and other Complex Investigations Procedure;

- A child has harmed another child (which may be a single event or a range of ill treatment), which is generally referred to as 'peer on peer abuse' see **Abuse by Children and Young People Procedure**

APPENDIX 4: Definitions of abuse

Physical Abuse:

This is a form of abuse which 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.

Emotional Abuse:

This is the persistent emotional maltreatment of a child such as to cause severe and 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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:

This involves forcing or enticing a child 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger

- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Useful Contact numbers and e-mail addresses/websites:

<https://www.sheffield.gov.uk/home/social-care/children-social-care.html>

Children's social care services. Children and families can find information and advice about our social care services in Sheffield.

11 May 2018 - **0114 273 4855** 8am to 6pm, Monday to Friday

South Yorkshire Police non-emergency number – 101

In an emergency ring 999

Sheffield LSCP: www.sheffield.gov.uk/safeguarding

<http://www.safeguardingsheffieldchildren.org>

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000

help@nspcc.org.uk

Childline – 0800 1111

<https://www.thinkuknow.co.uk/>

www.disrespectnobody.co.uk

<http://www.saferinternet.org.uk/>

<https://www.internetmatters.org/?gclid=CIm4ldHXl8wCFYdAGwodwhEM5g>

<https://www.pshe-association.org.uk/>

educateagainsthate.com

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>