

## SAFEGUARDING CHILDREN & VULNERABLE ADULTS POLICY

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### **1.0 Amendments to Policy**

<b>Date</b>	<b>Amendment/Addition</b>
28.02.2022	<ul style="list-style-type: none"> <li>● Personnel name changes</li> <li>● Reference to new 'Allegations Against Adults Policy'</li> <li>● Designated teacher for Looked After Children changed to <b>Karen Hodson</b>.</li> <li>● Reference to new Special Provision Partnership 'Harmful Sexual Behaviour Policy'</li> </ul>

25.04.2022	<ul style="list-style-type: none"> <li>● Personnel name changes</li> <li>● Hard format concern form personnel changes</li> </ul>
23.05.2022	<ul style="list-style-type: none"> <li>● Additions and amendments in line with Keeping Children Safe In Education 2022:</li> <li>● Removal of reference to previous DFE guidance '<i>Sexual violence and sexual harassment between children in schools and colleges.</i>'</li> <li>● Reference to online searches being conducted on shortlisted candidates.</li> <li>● Attention drawn to why and when children may not be ready, willing or able to disclose harm or abuse.</li> <li>● Deletion of Covid appendix.</li> <li>● Reference to KCSIE 2022 throughout.</li> <li>● DSL name amendments to reflect Laura Oxley and Amy Jeffries.</li> <li>● Hyperlinks updated throughout.</li> <li>● Attention drawn to the school web-filtering system 'Securely' and how to escalate concerns.</li> <li>● Further emphasis on the effects of Domestic Abuse on children and young people.</li> </ul>
15.02.2023	<ul style="list-style-type: none"> <li>● DSL name amendments</li> <li>● Wording amendments in Reporting Concerns Linked to Members of Staff</li> <li>● New information added in Cause for Concern - Reporting &amp; Recording</li> <li>● Adult Social Care added to Role of the Designated Safeguarding Lead</li> <li>● 7.8 wording change from Peer on Peer abuse to Child on Child Abuse (KCSIE)</li> <li>● 199 explanation of Safeguarding pupils with (SEND)</li> <li>● Updated Cause For Concern slip <b>Appendix 1</b></li> </ul>

## 2.0 Introduction

Greenacre School recognises and is committed to fulfilling its statutory duties, roles and responsibilities under Section 175 Education Act (2002), the Children Act (1989) and Section 42-46 of the Care Act (2014) in ensuring each and every learner is protected and safeguarded against potential harm and abuse. This policy reflects an appreciation of the fact that children and vulnerable adults with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

For the purpose of clarity within this document the term:

**Child** refers to any learner aged under 18 years at the time of concern.

**Vulnerable Adult** refers to any learner aged 18 years or over at the time of concern and;  
 Someone who may be in need of community care services because of learning or physical disability, sensory impairment, mental illness or a difficulty related to age or illness and/or;  
 Someone who may be unable to protect themselves against harm or exploitation.

**Safeguarding** is defined in 'Working Together to Safeguard Children July 2018' as;

- A. protecting children from maltreatment

- B. preventing impairment of children's health or development
- C. ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- D. taking action to enable all children to have the best outcomes

This policy shall apply in its entirety to all activities provided by the school, governing body and under the direct management of school staff. Where the governing body hires out the school premises they will ensure that appropriate arrangements are in place to keep children safe. Where services are provided separately by another body, the governing body will seek assurance that the body concerned has appropriate safeguarding procedures in place; and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The safeguarding arrangements for any lettings will be set out in the hire agreement.

### 3.0 Aim

The aim of this policy is to provide for all staff, pupils, parents, governors and volunteers clear guidance and effective procedures to ensure everyone in school is safe. We wish to promote:

- The safety and welfare of all children and vulnerable adults in the school and in pupils' wider life experiences.
- A high level of commitment to accepting individual responsibility for all safeguarding issues.
- High levels of training and professional development to ensure all staff have the skills necessary to implement this policy.

Greenacre recognises that to ensure the best safeguarding outcomes for its learners a joined up, multi-agency approach is vital. Greenacre adheres to the Barnsley's Local Safeguarding Children Partnership Procedures and advice. Greenacre also recognises, as reflected in 'Keeping Children Safe in Education September 2022' the significant vulnerabilities and additional safeguarding needs of children with SEN and disabilities. These include:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or Disability,
- Higher risk of peer group isolation,
- Disproportionate impact of bullying; and
- Difficulties with communication.

With these additional safeguarding needs and challenges in mind, Greenacre has a dedicated Pastoral Team that responds robustly and effectively to the above with enhanced pastoral support. Greenacre School's Safeguarding Policy and practice gives due regard to and is informed by the following statutory and local guidance, policies and procedures:

- [Working Together to Safeguard Children 2018](#)
- [Keeping Children Safe in Education](#)
- [Barnsley's Threshold for Intervention- Continuum of Assessment of Need](#)
- [Safeguarding Adults- Safeguarding Principles and the approach for South Yorkshire 2021](#).

All staff and Governors must ensure they have read and fully understood part 1 and Annex B of 'Keeping Children Safe in Education September 2022' and sign to say they have done so.

Safeguarding at Greenacre is not limited to the implementation of this policy. Safeguarding of children and vulnerable adults is a holistic approach that runs throughout everything we do at Greenacre and we aim to provide our learners with the necessary skills and abilities to keep themselves safe and to know what to do when they feel unsafe. To this end there are additional elements to this policy:

1. Safer Recruitment Policy
2. Code of Conduct
3. Understanding Bullying Policy
4. Positive Handling- See Social Conduct Policy
5. Allegations Against Adults In School Policy
6. Health and Safety policy
7. Whistle Blowing policy
8. Intimate Care Policy
9. Safeguarding in the curriculum policy statement
10. ICT, Computing and E-safety Policy
11. Attendance Policy

#### **4.0 Policy Monitoring and Review Arrangements**

The policy will be monitored by a team of staff, pupils, parents and the governor with Safeguarding responsibility at least once per year. Annually, staff are asked to read the policy and to sign to confirm they have understood it. The policy will be reviewed annually or in the event of any significant local or national policy changes.

#### **5.0 Implementation**

It is the duty of the Head of School to ensure the children and young people are safeguarded at all times. The Head of School delegates his/her daily safeguarding duties to the Designated Safeguarding Lead (DSL).

**The Designated Safeguarding Leads at Greenacre School are Laura Oxley & Debby Tinker.** The deputy Designated Safeguarding Leads at Greenacre School are **Terri Dalton, Elaine Padgett, Tania Rushforth, Emily Simms, Rebecca Royston and Karina Straczek.** A list of key contacts can be found at **Appendix 2.**

**Laura Flynn (Head of school)**, is responsible for the line management and supervision of the Designated Safeguarding Leads. **Laura Flynn, Laura Oxley and Debby Tinker** maintain overall strategic responsibility for safeguarding and pupil welfare at Greenacre School.

As reflected in 'Keeping Children Safe in Education September 2022' the Designated Safeguarding Lead and deputy Designated Safeguarding Leads are most likely to have the complete safeguarding picture for a pupil and are likely to be the most appropriate person to advise on responses the school has taken to any safeguarding concerns.

**The nominated Governor for Safeguarding and Child Protection is Tracy Fairham.** The Governor and the Designated Safeguarding Lead will meet 3 times a year and have an agreed focus to ensure that good practice is reviewed on a regular basis.

#### **5.1 Role of the Designated Safeguarding Lead**

Our Designated Safeguarding Lead will ensure that they:

##### **Manage referrals**

- Refer cases of suspected abuse to Children's Social Care/Adult Social Care .
- Support staff that make referrals to Children's Social Care/Adult Social Care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or has left employment due to risk/harm to a child to the Disclosure and Barring Service.

- Refer cases where a crime may have been committed to the Police.

#### **Work with others**

- Liaise with the Head of School to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and all Police investigations.
- As required, liaise with the “case manager” and the Local Authority Designated Officer (LADO) for child protection concerns.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of training, support, advice and expertise for staff.
- Promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children’s attendance, engagement and achievement at school.
- Ensure that the school knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Support teaching staff feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

#### **Undertake Training**

- Undertake and regularly refresh training to provide them with the knowledge and skills required to carry out their role.
- Undertake Prevent awareness training.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as the single assessment process.
- Have a working knowledge of how Barnsley Safeguarding Children Partnership operates, the conduct of a child protection conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school’s Safeguarding Children & Vulnerable Adults policy and procedures, especially new and part time staff.
- Ensure that all staff have safeguarding and online safety training as part of their induction.
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Keep detailed, accurate and secure written records of referrals; discussions with other agencies and/or concerns.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

#### **Raise Awareness**

- Ensure the school safeguarding policy is known, understood and used appropriately.
- Ensure the school safeguarding policy is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body or proprietors regarding this.

- Ensure the child safeguarding policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this to avoid conflict later.
- Work closely with Barnsley Safeguarding Children Partnership to ensure staff are aware of training opportunities and the latest policies on safeguarding.
- Ensure the setting knows who is in need of social worker, understands their academic progress and maintains a culture of high aspirations
- Support teaching staff to feel confident to provide additional academic support/reasonable adjustments for children who need or have needed a social worker, recognising the lasting impact on educational outcomes

## 6.0 Staff Training

The Designated Safeguarding Lead will ensure that all staff members at Greenacre School undertake safeguarding training relevant to their roles at least every 12 months. This will be delivered through a combination of online safeguarding training and termly safeguarding workshops within class team and departmental meetings. Every member of staff will undertake a comprehensive induction on commencement of employment at Greenacre and this includes an introduction to safeguarding and the PREVENT duty. This training format will enable staff to remain abreast of any changes within the safeguarding arena and to recognise and respond to potential indicators of abuse.

The induction of all new staff, governors, volunteers and students includes a requirement to sign that they have read and understood the Safeguarding Children and Vulnerable Adults policy.

Annually, all staff are asked to read the 'Safeguarding Children & Vulnerable Adults Policy', Part One and Annex B of 'Keeping Children Safe in Education' and to sign to confirm they have understood them. All parents are notified of the responsibility placed on the school and staff for Child Protection in the School Prospectus and through an annual letter.

All staff and Governors are required to attend an Introduction to Child Protection training and renew every two years, this may take the form of on-line training.

Staff and governors undertake further Child Protection training as appropriate, following consultation with the Safeguarding Lead.

Our training deepens the understanding of our staff that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, meaning that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

## **7.0 Definitions of Abuse**

### **7.1 Physical Abuse**

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.

### **7.2 Sexual Abuse**

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

### **7.3 Emotional Abuse**

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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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.

### **7.4 Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **7.5 Female Genital Mutilation (FGM) and "Honor-Based" abuse**

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

"Honor-based" abuse encompasses incidents or crimes which have been committed to protect or defend the honor of the family and/or the community, including female genital mutilation (FGM), forced marriage and



practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.

### **7.6 Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and may occur online.

### **7.7 Radicalisation (PREVENT Agenda)**

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (Revised Prevent Duty Guidance for England and Wales, issued on 12th March 2015 and revised on 16th July 2015, definition).

The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation. Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include: Use of inappropriate language, possession of violent extremist literature, changes in behaviour, language, clothing or appearance, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others to an extremist ideology

### **7.8 Child on Child Abuse**

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Peer on Peer abuse can also include ‘initiation ceremonies.’

Where it is judged by the Designated Safeguarding Lead that peer abuse has taken place, as with any other form of abuse there will be a referral made to social care. Alongside multi-agency referral and support the school will work with parents, victim and perpetrator to address immediately.

Where the act is judged to be bullying behaviour the school's 'Understanding Bullying Policy' will be followed.

Risks of child on child abuse at Greenacre are significantly reduced by the high levels of pastoral support provided to pupils alongside rigorous recording and reporting systems, thorough PSHE programme and individual programmes of support where identified as a need. The school aims to foster an environment of mutual respect and appreciation for individuality and champions' diversity.

### **7.9 Sexual Violence and Sexual Harassment between Children**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 including; Rape, Assault by Penetration and sexual assault. Further clarity around these definitions can be found in the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges- September 2021.'

Sexual harassment refers to unwanted conduct of a sexual nature that can occur online or offline. This could include; sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names. It may also include sexual 'jokes' or taunting, physical behaviour such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature.

Sexual harassment can also occur online and may include non-consensual sharing of sexual images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats. Online harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

The school maintains a zero-tolerance approach to abuse, and it will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

### **7.10 Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Despite the name, both males and females can be victims of 'upskirting.'

### **7.11 Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

### **7.12 Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or

relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks and understand the measures in place to manage these.

### **7.13 Contextual Safeguarding**

Contextual Safeguarding seeks to understand child protection risks from beyond the family. This becomes of increasing importance for adolescents who naturally begin to spend more time out of their home and under the influence of their peers. In the neighbourhood, young people can be negatively affected by a range of risks as they spend more and more time in retail areas, open spaces, and on public transport. Those seeking to safeguard young people therefore need to assess and intervene in these places.

Research shows us that teenagers are influenced more by their peers and wider relationships than their parents and the pervading attitudes and social norms of their social group may be positive or negative. A safe, supportive, and effective peer group will engender positive relationships, whilst negative experiences may lead to violent, coercive, and harmful behaviours.

Contextual Safeguarding extends the capacity to safeguard from the home to the neighbourhood, and other places where teenagers spend their time, including schools and colleges. Contextual Safeguarding theory considers the dynamic 'interplay' between the child, family, peers, school, and neighbourhood; and the 'weight of influence' presented by the attitude of their peers.

### **7.14 Domestic Abuse and Operation Encompass**

Greenacre School understands that the cross-government definition of domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality'. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm. Children who witness domestic abuse are victims of domestic abuse and this can have a lasting impact. Domestic abuse can also occur in children's own relationships.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. If staff do identify children for whom Domestic Abuse may be a concern they must apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases, where relevant, to Children's Social Care. Where Domestic Violence notifications are received from children's Social Care, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

Greenacre School signs up to Operation Encompass. Operation Encompass is an initiative whereby police will notify the school DSL, usually the next day, if a child has been exposed to or present during a domestic abuse or violence incident. This can help to ensure the correct support is put in place for the child and their family and that the DSL has a full picture of the issues faced by the child.

### **8.0 E-Safety Concerns including Sexting**

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day to day life. In many cases abuse will take place concurrently via online channels and in daily life.

Sexting is the act of sending sexually explicit messages (sharing nudes and semi nudes images or videos) or images, primarily between mobile phones, although it could be equally done through social networking sites or other online media.

Cyber-bullying is when a child, pre-teen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the internet, interactive and digital technologies or mobile phones.

#### **E-Safety Protocols at Greenacre School** (to be read in conjunction with the School's ICT, Computing and E-Safety Policy)

Greenacre School is committed to maintaining the safety and welfare of pupils with regards to the safe use of the internet both at school and at home. Greenacre offers a wealth of information to pupils, staff and parents around keeping safe on the internet through the curriculum, parent support groups and distribution of useful materials. The school works in line with DfE guidance 'Teaching Online Safety in School- June 2019' With regard to ensuring that all pupils are safe whilst using the school-provided internet and systems, the school uses the 'securly' web filtering and firewall internet security solutions. These systems, along with an overview from the school's IT department, utilise a number of blocks and filters to significantly reduce the risks of pupils accessing inappropriate or unsafe materials on the school network.

The school recognises that, whilst this system provides a significant layer of e-safety protection to pupils, no automated system can be 100% successful in blocking all potential risks. Therefore, the Designated Safeguarding Lead regularly reviews reports generated by the system to gain a deeper understanding of the types of unsafe behaviours pupils may be displaying whilst using the internet. This includes attempts of unsafe internet search criteria or attempting to view inappropriate material linked to abuse, adult content, bullying, criminal activity, radicalisation, substance abuse or suicide. Anyone concerned about a pupil's internet use in school should raise a cause for concern with the DSL.

By gaining this level of information the school is able to offer targeted support and earlier intervention to ensure pupils are as safe as possible whilst using the internet in school and are receiving sufficient support. The school recognises that children and young people are able to access internet and social media via 3G and 4G from personal devices. In an effort to prepare pupils for everyday life, the school will not enforce a blanket ban on this type of technology but instead will assess the age appropriate nature of this type of access and consider supervision needs on an individual basis. The school will continue to educate all pupils in terms of their roles and responsibilities in keeping themselves safe online as well as where to seek help, advice and support.

### **9.0 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.

Staff 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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

Where there is concern regarding the mental health of a child this should be recorded immediately on the school's Cause for Concern slip on Behaviour Watch.

### **10.0 Staff mobile phones**

In line with the 'Statutory Framework for the Early Years Foundation Stage' Greenacre School is required to have a clear policy on the use of staff mobile phones and camera phones. To this end, all staff mobile phones and camera phones are to be kept locked away with personal belongings and used only within staff break times, unless otherwise expressly agreed by the Head of School.

### **11.0 Cause for Concern- Reporting & Recording**

A cause for concern is an action, observation, discussion or disclosure that makes you feel anxious or worried about the well-being or safety of a child or vulnerable adult.

Any concerns about a pupil's safety or well-being at home, on school transport or at school should be reported immediately.

Where there is concern regarding the welfare of a child this should be recorded immediately on the school's Cause for Concern slip. The slip is a tab on the school's recording and reporting system 'Behaviour Watch'. The tab enables staff to record their concerns directly into the system. This will trigger an alert to the Designated Safeguarding Lead and deputy Designated Safeguarding Leads. If a pupil has marks, bruises or makes a serious disclosure this needs to be verbally reported in the first instance so that a DSL can act quickly to put action in place. This secondly should then be logged on our reporting system,

A paper copy of the concern form (**appendix 1**) will still be made available in the school building for completion by visitors or volunteers who do not have access to the Behaviour Watch system. These forms can be found printed on yellow paper in the staffroom. The completed form must then be passed directly to **Laura Oxley or Debby Tinker - Designated Safeguarding Lead (DSL)**. In the absence of **Laura Oxley or Debby Tinker** the form should be passed to one of the deputy Designated Safeguarding Leads: **Terri Dalton, Elaine Padgett, Tania Rushforth, Emily Simms, Rebecca Royston and Karina Straczek** or in the absence of all of the above the form should be passed to **Sarah Wilson (Executive Principal) or Laura Flynn (Head of School.)** Where a Cause for Concern is raised during out of hours provision such as holiday clubs or after school clubs and there is no Designated Safeguarding Lead or Deputy Designated Safeguarding Lead on-site, the concern will still trigger an alert to the Designated Safeguarding Lead and deputy Designated Safeguarding Leads to action. DSL and Deputy DSL's will triage the Cause For Concerns reported by staff into the following categories Safeguarding, Medical and Information.

Where a concern is linked to a visible mark on a child or young person then the body map on the Cause for Concern slip needs to be completed in full. As well as the location of marks, a brief description of the size, shape and colour is needed.

All meetings, telephone calls and discussions that relate to any concern about the safety or well-being of a pupil must be recorded on Behaviour Watch.

As a result of a Cause for Concern the DSL or deputy DSL will, in consultation with Barnsley's Thresholds for Intervention, decide on the most appropriate course of action, record this on Behaviour Watch and then act accordingly.

Where possible, actions will be shared with the person raising the initial concern. If this does not happen it does not mean that action has not been taken but in some circumstances, it may not be appropriate to share information.

### **11.1 Possible outcomes from reporting a cause for concern**

Examples of the action that the DSL or their deputy DSL may take include, but are not limited to:

#### No further action at this point

The DSL has assessed that the concern does not warrant an action at this point. There is no safeguarding concern.

#### Class team call home for further information

The DSL has assessed that further information from a parent/carer would help to inform the circumstances around the concern.

#### Situation monitored

The DSL has assessed that as a stand-alone concern there is not a safeguarding issue but should further concerns of this nature arise there may be sufficient reason to act further.

#### Advisory call to Social Care

The DSL has assessed that there is potential evidence of a safeguarding issue and the advice of social care will assist in best informing next actions.

#### Safeguarding Alert raised with social care

The DSL has assessed that there is sufficient concern to indicate that a child or vulnerable adult is unsafe and has shared the information with Social Care in order that they make enquiries under Section 47 of the Children Act (1989) or take action under South Yorkshire Safeguarding Adults Procedures.

#### Referral to the Assistant Head Teacher

The DSL has assessed that the concern is one which can be addressed and resolved through school action. This may be a concern around bullying or peer relationships for example.

#### Early Help Assessment (EHA)

Early help is the support we give to children, young people and their families where they have additional needs that aren't being met by universal services (services that are available to everyone, like health and education).

When a family has additional needs, we make sure they have access to the support they need at the earliest possible stage to prevent their needs becoming so great that they require a higher level of specialist support further down the line.

Where Early Help Assessment is recommended, the DSL has assessed that there are sufficient low-level concerns around a child and indicators that the child and family have additional unmet needs over and above those that can be met by the universal offer at Greenacre School. At this point the Pastoral Team will

undertake an Early Help Assessment to ensure support to the child and family is targeted appropriately and begin to draw on the services of other professionals.

#### Request for Service to Social Care

The DSL has assessed that although no immediate safeguarding risk is evident there are indicators that the child and their family are struggling to cope and there is a need for intervention in terms of a social care assessment of need under Section 17 of the Children Act 1989.

In the case of vulnerable adults they will be asked to consent to a referral to the Safeguarding Adults Team (Social Care).

Parents/carers will be kept informed throughout the above processes as long as there is a judgement made by the DSL that by doing so the child or vulnerable adult's welfare or safety will not be at further risk.

#### Referral to the Police

Where there is belief, or reason to believe that a crime has been committed this will be immediately referred to the police as a starting point. This would include any crime relating to sexual violence, amongst others.

Where it has been confirmed that children or vulnerable adults have suffered some form of abuse, appropriate support will be given to them in school and in partnership with other services, with the school's Family Team playing a pivotal role in targeting a 'tiered working' response. The Designated Safeguarding Lead will use the National Police Chief's Council [When To Call The Police- Guidance For Schools and Colleges](#) document to inform this decision-making process.

### **12.0 Graded Care Profile 2 (GCP2) Tool**

The Graded Care Profile 2 (GCP2) is a widely used NSPCC assessment tool which helps professionals and families identify when a child is at risk of neglect. Given that neglect is the primary reason for children becoming subject to a child protection plan in Barnsley and in line with the Barnsley Safeguarding Children Partnership 'Neglect Strategy', Greenacre School is strongly committed to identifying and working to reduce neglect. The DSL and deputy DSL's are trained in the use of the GCP2 tool. The team will, usually alongside an EHA, attempt to engage families in the GCP2 assessment process where there are indicators of neglect. This will enable families and professionals to work collaboratively in quickly and effectively identifying appropriate actions to reduce risk for children. It will also enable any onward referrals to children's social care to be robust and evidence-based.

### **13.0 Reporting Concerns Linked to Members of Staff**

Any concerns, allegations or disclosures, which may indicate that a member of staff or contractor has:

- Behaved in a way that has harmed or may harm a child,
- Possibly committed a criminal offence against or related to a child,
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

...must be reported immediately to **Sarah Wilson (Executive Principal) or Laura Flynn (Head of school)** via the 'Whistleblowing' slip on Behaviour Watch. This is essential if we are to protect staff from false allegations as well as protect the children.

If anyone has any whistleblowing or low level concerns, about how any of their colleagues are coping with the management of the pupils they must share their concerns with the Head of School. This action will

hopefully prevent minor concerns, which can be resolved with support and guidance, from escalating into serious concerns and incidents. In the case of serious concerns this will enable the Head of School to act immediately to resolve it.

With regards to allegations against staff members the Head of School will, in conjunction with the DSL, seek advice from and work in liaison with the Local Authority Designated Officer (LADO) immediately and at the latest within one working day.

Where anyone has a concern which may implicate the Head of School these must be reported to the Chair of Governors, **George Wild** (whose contact details can be obtained from Reception), in his absence the Vice Chair (**Tracy Fairham**).

Part Four of 'Keeping Children Safe in Education 2022' *'Allegations made against teachers, including supply teachers, other staff, volunteers and contractors'* outlines the school's procedures in this regard.

For allegations not meeting the threshold for LADO intervention the school's disciplinary policy will be followed where necessary.

The school will follow the above procedures for governors, agency and contractors and understands it will retain responsibility for the investigation.

The case manager of an allegations investigation that has not required LADO involvement will, at the conclusion of a case and where appropriate, review each case and explore any opportunities for learning lessons.

Any allegations of non-recent abuse will always be reported to the police.

Full detail can be found in the **Greenacre 'Allegations Against Adults in School Policy.'**

#### **14.0 Local Authority Designated Officer (LADO)**

It is the role of the Local Authority Designated Officer (LADO) to oversee investigations of all allegations relating to adults working with children in Barnsley. The LADO is impartial and not connected with the school or its employees. The LADO for Barnsley is **Ruth Holmes**. If you have concerns and feel that you cannot report this to the Designated Safeguarding Lead, Head of School or chair of governors as described above you may speak with **Ruth Holmes** in her capacity as LADO.

#### **15.0 Mandatory duty to report Female Genital Mutilation (FGM)**

As a regulated profession it has been a mandatory requirement since 31<sup>st</sup> October 2015 for teaching staff, as regulated professionals, to report known cases or acts of Female Genital Mutilation carried out on a girl under the age of 18 directly to the police. If at any point you are unsure what action to take, the advice and guidance of the Designated Safeguarding Lead, **Laura Oxley, Laura Flynn and Debby Tinker** can be sought.

#### **16.0 Private Fostering**

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



There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a duty on schools to inform children's services where they become aware of such an arrangement. To this end, any employee of Greenacre School who becomes aware of such an arrangement should refer this via the school's cause for concern process directly to the Designated Safeguarding Lead or a deputy DSL.

### **17.0 Looked After Children and previously Looked After Children**

Greenacre School and Keeping Children Safe in Education September 2022 recognise that pupils who are or have ever been Looked After are known to be particularly vulnerable and agencies will continue to work closely to adequately safeguard them. The school's Pastoral Team and Designated teacher for Looked After Children (**Karen Hodson**) work in collaboration to ensure the ongoing needs of these individuals are thoroughly met.

### **18.0 Pupil Disclosures**

If a child or vulnerable adult chooses to disclose information to you, you **SHOULD**:

- be accessible and receptive
- remain professionally curious and where necessary ask any clarifying questions using 'Tell me, Explain or Describe...' (TED questions)
- listen carefully and uncritically at their pace
- take what is said seriously
- reassure them that they are right to tell
- be clear that you may need to pass the information on to others
- make a careful record of what was said, using speech marks appropriately
- recognise when and why a child may not be ready to disclose, and seek advice accordingly

You should **NEVER**:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions.
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

### **19.0 School's procedures with regards to sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made often quickly and under pressure. In line with 'Keeping Children Safe in Education 2022' The DSL will take a lead role and use their professional judgement, supported by other agencies such as social care and the police in the decision-making process.

As with any other form of safeguarding concern all school staff have a duty to report any concern relating to sexual violence or sexual harassment to the DSL or deputy DSL via the school's 'Cause for Concern' procedure.

If information received indicates a child has suffered, is suffering or likely to suffer significant harm a safeguarding referral will be made to children's social care immediately.

In the event of disclosure, observation or knowledge arising of an incident of sexual violence or sexual harassment the DSL or deputy DSL will immediately refer to the police where a criminal offence is felt to have been committed. Where a criminal offence has not been committed the DSL will work in liaison with children's social care to ascertain the pathway of support to the victim and alleged perpetrator. This may include Early Help Assessment.

Parents/carers will be kept informed at all times where it is judged that this will not put the child at further risk of harm.

The victim will never be given the impression that they are creating a problem by reporting sexual violence or harassment.

Confidentiality will not be promised as it will be very likely the concern will have to be shared further. For full information please see the Special Provision Partnership 'Harmful Sexual Behaviour Policy'

### **20.0 Child Protection Plans**

Where a Greenacre pupil is subject to a child protection plan the Designated Safeguarding Lead or deputy will attend all Child Protection conferences and Core Group meetings relevant to the case in order that the school appropriately and sufficiently supports the child and their family.

### **21.0 Child and adult Protection Records**

Every child at Greenacre who has input from the school's Pastoral Team, social care or child protection services will have an electronic pastoral record storage on the school's Arbor and Behaviour Watch systems. A pupil's file will contain details of any cause for concerns raised regarding the child and the actions relating to the Cause for concerns will be securely stored on Behaviour Watch electronic recording system. The file will also contain any Child Protection (CP) plans, safeguarding conference minutes, Child in Need (CIN) minutes, Early Help Assessments or Team Around the Child (TAC) minutes. Any hard files are kept securely in the locked Pastoral Team store room. The door to the Pastoral Team room is also keypad protected.

When a pupil under 18 years of age leaves Greenacre their full file will be copied and forwarded on to their next education provision. A copy will also be kept in the archive by Greenacre School.

When a pupil on the Child Protection register leaves the school, the relevant information will be transferred to the new school and the Social Worker will be informed.

### **22.0 Safer Recruitment**

When recruiting new members of staff, the school follows the government guidance 'Keeping Children Safe in Education 2022' and safer recruitment principles and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012.

The school has separate written recruitment and selection procedures in place and ensures that, where relevant, the following checks are conducted:

- An identity check.
- A children's and adults barred list check.
- An enhanced Disclosure and Barring Service (DBS) check.

- A prohibition from teaching check.
- A section 128 check (for management positions and governors).
- Further checks on people who have lived or worked outside the UK for more than three months in their adult life. Where overseas police checks cannot be completed, the school will carry out a risk assessment.
- A check of professional qualifications.
- A check to establish the person's right to work in the United Kingdom.
- Those staff working with children or in the day to day management of those working with children under reception age in the school setting, or under 8 years of age in out of hours provision are considered to be participating in 'Relevant Activity' under the 2018 regulations of the Childcare Act (2006). A self-declaration of 'disqualification under the childcare act' will be required and recorded on the SCR.

For supply staff, the school will obtain written notification from any agency, or third party organisation, that they have carried out the checks on an individual who will be working at the school that the school would otherwise perform. In respect of the enhanced DBS check, Greenacre School will ensure that written notification confirms the certificate has been obtained by either the employment business or another such business and the date that confirmation was received.

Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school, which has disclosed any matter or information, or any information was provided to the employment business, the school or college must obtain a copy of the certificate from the agency.

Where checks are carried out on volunteers, the school will record this on the single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child. The school will undertake and record individual risk assessments on all volunteers to establish what, if any, level of DBS will be required.

In accordance with regulations and 'Keeping Children Safe in Education 2022', the school maintains a 'single central record' detailing when the appropriate checks are undertaken in regards to relevant staff.

Safer recruitment training has been undertaken by senior members of staff and appropriate Governors who sit on recruitment panels in accordance with guidance and best practice principles.

All relevant DBS and other checks are made for staff, governors, students and volunteers and recorded on the Single Central Record and this is checked on a regular basis.

The school will endeavour to undertake reasonable online searches on shortlisted candidates.

### **23.0 Disqualification Under the Childcare Act 2006**

The 2018 regulations brought in a number of changes to national policy which meant that school staff were not automatically affected by the above Act. As Greenacre School has a number of pupils under and up to reception age and runs some out of hours provision for children aged under 8 this qualifies as 'Childcare' and so various staff members remain affected by the above Act.

As well as the range of safer recruitment practices described above, the school carries out the following to ensure it is fully compliant with these regulations:

- Annual self-declaration of all school staff working with pupils aged 5 and under.

- Annual self-declaration of all school staff supporting out of hours provision where there are children under 8 years old in attendance.
- Annual self-declaration of all senior leaders and governors, as Greenacre School considers that these people are '*directly concerned with the management of such childcare*' and therefore fall within the scope of the regulations.

#### **24.0 Radicalisation and the PREVENT Duty**

Recognising the additional vulnerabilities of the children and young people at Greenacre School and the increased risk factors associated with our pupils being drawn into radical behaviour, the school ensures that throughout the curriculum at all ages there is emphasis on equality, diversity and individuality. Staff and pupils are encouraged to open up discussions and to challenge any stereotypical and non-diverse views or opinions and then to report these via the school's 'Cause for Concern' processes. This helps to ensure that timely and effective action can be taken and where necessary the support of the Barnsley PREVENT co-ordinator can be sought and/or PREVENT referral made.

The DSL and Deputy DSL's along with the school's Senior Leadership Team have undertaken PREVENT training in line with the Prevent Duty to protect children and vulnerable adults from radicalisation. All staff and Governors at Greenacre School are required to attend a Prevent briefing session. This forms part of a rolling programme of staff training.

#### **25.0 Visitors Into School**

Welcoming visitors into our school is always a privilege and is a fantastic opportunity to share the many great things that happen at Greenacre. It is, however, imperative that this happens safely and that any visitor into school is appropriately signed-in and supervised. All visitors and non-partner professionals enter the school via the main entrance and are required to sign in at the main reception. They will then be issued with an appropriately coloured lanyard which indicates the levels of supervision required. Regular visitors are required to hold a relevant DBS check and are recorded on the school's Single Central Record.

#### **26.0 Information Sharing**

It is acknowledged in 'Keeping Children Safe in Education 2022' that relevant and timely information sharing between agencies is vital to good safeguarding. Greenacre School works with a range of agencies with whom it regularly shares information where relevant. Parent, carer or young person (where 16 and above) consent to share information will be sought except where the school is duty-bound to share this information, for example in the event of safeguarding risk. The school is mindful of the duties placed upon it by the General Data Protection Regulations (GDPR).

#### **27.0 Section 175 Report- Annual Head teacher's Safeguarding Report**

Barnsley Local Safeguarding Children Partnership is required to ensure that schools, with regard to their duty under either Section 175 or 157 of the Education Act 2002, are meeting their statutory obligations regarding safeguarding and promoting the welfare of children. One of the methods by which this task is executed is by asking schools to self-evaluate under a framework of benchmarks and then sharing results with the Partnership – commonly known as the "Section 175/157 Audit. To this end Greenacre submits an annual report to the Partnership using the Wellspring Audit tool.

#### **28.0 Designated Safeguarding Lead supervision**

Supervision provides an opportunity to reflect on practice, consider concerns and explore any potential actions. Safeguarding supervision is integral to providing a service which is child and adult centred.

Each member of the Pastoral Team, including DSL and deputy DSL's will undertake regular supervision sessions with an appropriate line manager so that pupil and staff welfare are regularly monitored and actioned in line with government guidance. Supervision sessions will be recorded on the schools "Behaviour Watch" system.

### 29.0 Further Reading

Key Underpinning Documents to this policy are:

- [Working Together to Safeguard Children 2018](#)
- [Keeping Children Safe in Education 2022](#)
- [Barnsley's Threshold for Intervention- Continuum of Assessment of Need](#)
- [Safeguarding Adults- Safeguarding Principles and the Approach for South Yorkshire](#)
- [The PREVENT Duty](#)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#)
- [Promoting the education of looked-after children and previously looked-after children- February 2018](#)
- [Disqualification Under the Childcare Act 2006- The 2018 regulations](#)
- [Teaching Online Safety in School- June 2019](#)
- [When To Call The Police Guidance For Schools and Colleges](#)

### Appendix 1- Cause for Concern Form (Hard Copy)

CONFIDENTIAL

#### **CAUSE FOR CONCERN FORM**

**This form should only be used if you are unable to access the BehaviourWatch Reporting System.**

A cause for concern is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child or young adult. Ensure what is recorded includes only facts not opinion. If it is a direct disclosure then please include speech marks and circle words below.

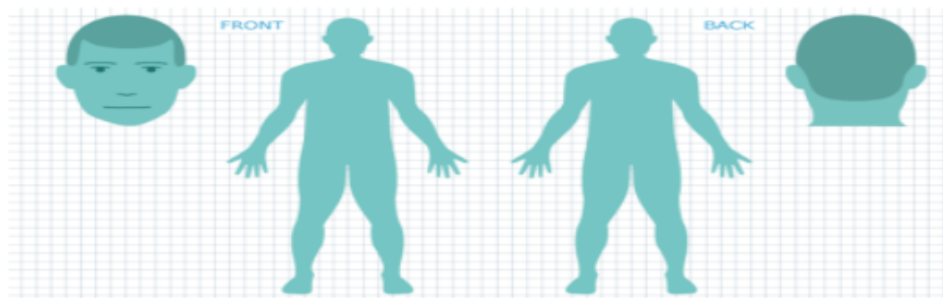
NAME OF CHILD: _____
NAME OF STAFF MEMBER COMPLETING FORM: _____
DATE: _____ TIME: _____

DESCRIPTION OF CONCERN:

After completing this form, please pass it immediately to **Laura Oxley**(DSL) or **Debby Tinker**(DSL), in their absence please hand to **Elaine Padgett** (deputy DSL), **Rebecca Royston** (deputy DSL), **Terri Dalton** (deputy DSL), **Tania Rushforth** (deputy DSL), **Emily Simms** (deputy DSL) or **Karina Straczek** (deputy DSL) or if you cannot find any of these staff, **Laura Flynn**(Head of school)

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ DSL NAME: \_\_\_\_\_ DSL SIGNATURE : \_\_\_\_\_

### BODY MAP



Description of marks or bruising ( Including shape, approximate size and colour.)

### Appendix 2- Key Persons and Contact information

<u>Name</u>	<u>Role</u>	<u>Address</u>	<u>Contact Number</u>
Sarah Wilson	Executive Principal	Greenacre School Keresforth Hill Road Barnsley S70 6RG	01226 287165
Laura Flynn	Head of School	Greenacre School Keresforth Hill Road Barnsley S70 6RG	01226 287165
George Wild	Chair of Governors	Greenacre School Keresforth Hill Road Barnsley S70 6RG	Obtainable from main reception
Tracy Fairham	Safeguarding Governor and vice chair of governors	Greenacre School Keresforth Hill Road Barnsley S70 6RG	Obtainable from main reception

Laura Oxley/Debby Tinker	Designated Safeguarding Lead (DSL)	Greenacre School Keresforth Hill Road Barnsley S70 6RG	01226 287165 or 01226 729 810
Terri Dalton Elaine Padgett Tania Rushforth Emily Simms Rebecca Royston Karina Straczek	Deputy DSL	Greenacre School Keresforth Hill Road Barnsley S70 6RG	01226 287 165 or 01226 729 810
Ruth Holmes	Local Authority Designated Officer (LADO)	Safeguarding Children Unit, Level 7, Gateway Plaza, Sackville Street, Barnsley S70 2DR	<b>Telephone - Direct line:</b> 01226 772 341 <b>Mobile:</b> 07969 529779 <b>Safeguarding Unit:</b> 01226 772 400
Barnsley out of Hours Emergency Duty Team	If you need to report the abuse of a child or adult outside office hours.		01226 787 789
Barnsley Disabled Children's Team (Social Care)	For advice or referral regarding a disabled child's social care need.	Disabled Children's Team Level 6, Gateway Plaza, Sackville Street, Barnsley, S70 9GG	01226 774 050
Adult Social Care (Central Access Team)	For advice or referral regarding an adult social care need.	Adult Social Care BMBC PO Box 634 Barnsley S70 9GG	01226 773 300
NSPCC Whistleblowing Advice Line	The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.	<a href="http://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-help-lines/whistleblowing-advice-line/">www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-help-lines/whistleblowing-advice-line/</a>	0800 028 0285 or email help@nspcc.org.uk





### Annex One: Safeguarding in the Curriculum

At Greenacre we recognise and are fully committed to ensuring the school adequately prepares learners to safely overcome and navigate risks that they may encounter during their lives. We recognise that our pupils are extremely vulnerable for a variety of reasons including:

- Difficulties with communication meaning they may not have verbal language or means to communicate that something has happened to them or that they are worried.
- Difficulties with social understanding, meaning that some individuals may not recognise something someone is doing to them is wrong
- Some pupils have a strong desire to please others and build friendships.

This policy statement serves to acknowledge and evidence our responses to these vulnerabilities as well as our duty in line with [Keeping Children Safe in Education](#) which states:

*“Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum...This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.”*

As well as ensuring the school’s ‘Safeguarding Children and Vulnerable Adults’ procedures and staff training are of the highest possible standard and kept under regular review we recognise the importance of delivering a wide-ranging, broad and balanced curriculum that begins to address safeguarding issues. As a result of this the children and young people at Greenacre experience a curriculum that enables them to explore safeguarding risks in a safe, structured and supportive environment suitably differentiated in line with the pupils’ individual ages and stages of development.

This annex should be read in conjunction with the school’s;

- Safeguarding Children and Vulnerable Adults policy
- Personal, Social, Health & Economics (PSHE) Policy. Incorporating Relationships & Sex Education (RSE)
- ICT and E-safety policy

Advice and guidance can be sought at any point from the Designated Safeguarding Lead.

### How Greenacre School Addresses Specific Safeguarding Issues Within the Curriculum

<b><u>Specific Area</u></b>	<b><u>Where covered within the curriculum</u></b>
Child Missing from education/ Child missing from home or care	PSHE: Rights and responsibilities. Everybody matters Having your say Self-advocacy I-Matter Team meeting Community- Keeping safe and self-values Making safe choices in PSHE Literacy writing topic.

<p>Child sexual exploitation</p>	<p>PSHE- Rights of a child and basic Human Rights          NOCN- Understanding Relationships          PP- Having your say and Keeping safe          In the News          Team meeting          PSHE- Making Safe Choices          Sex and Relationships Education (SRE)</p>
<p>Bullying including cyberbullying</p>	<p>PSHE-Empathy/Bullying          ICT          NOCN- Understanding Relationships          Anti-Bullying Week          Core Skills          Community          Team Meeting          Internet Safety sessions          ICT-Safe Use of Social Media          Focus Groups- Friendships, sharing, turn-taking.          Life 4          Sex and Relationships Education (SRE)</p>
<p>Domestic Violence</p>	<p>Supporting Pupils Who Witness Aggression          PSHE- Self Advocacy          In The News          SRE- Respect in Relationships          Equality &amp; Diversity          Anti- Bullying Week</p>
<p>Drugs</p>	<p>Community          Health and Social Care          Core Skills- Healthy Lifestyles          PSHE- Team Meeting          PSHE- Substance misuse          Science          PSHE Day</p>
<p>Fabricated or induced illness</p>	<p>NOCN Personal Awareness          Rights and Responsibilities          Healthy Living          NOCN- Self Advocacy          Trust/Lying/Truth</p>

Faith abuse	Rights and Responsibilities- Everybody Matters Religious Beliefs PSHE- Beliefs and Values PSHE- Respecting Others In The News History Life 4
Female Genital Mutilation (FGM)	Basic Human Rights Rights of the Child PSHE- Safety within Society NOCN- Personal Awareness PSHE- Consent PSHE- Safe People Sex and Relationships Education (SRE)
Forced Marriage	Basic Human Rights Respect in Relationships PSHE- Consent NOCN-Understanding Relationships PSHE- Everybody's Rights Sex and Relationships Education (SRE)
Gender based violence	PSHE NOCN- Understanding Relationships Respect and Equality Rights and Responsibilities Self-Awareness PP Developing Self Awareness: All About Me Anti-Bullying Week
Mental Health	Self Awareness Healthy Living/Lifestyles Developing an Understanding of Mindfulness Reflexology and Massage Free-time I-Matter Team Meeting PSHE Personal Awareness Vocational Options Units: Dealing With Problems at work Working With Others Interpersonal Skills Substance Misuse

Peer on peer abuse	Anti-Bullying Week Team Meeting NOCN Unit: Dealing with Problems Working With Others Team Meeting Banter Vs Bullying Supporting Pupils Who Witness Aggression Post-incident Listening and Learning
Preventing Radicalisation	PSHE Rights and Responsibilities Everybody Matters-Personal Awareness In The News E-safety Respect PSHE-Making Safe Choices Life 4-RE ICT
Sexting	PSHE Rights and Responsibilities Personal Awareness In The News ICT Sex and Relationships Education (SRE) E-Safety Safer Internet Day
Sexual Violence & Harassment, including 'upskirting'	In The News PSHE Rights and Responsibilities Everybody Matters- Personal Awareness Safe Adults PSHE-Making Safe Choices Sex and Relationships Education Respect and Equality Rights of The Child
Teenage relationship abuse	PSHE Rights and Responsibilities In The News Personal Awareness E-Safety Sex and Relationships Education (SRE) Anti-Bullying Week ICT

Trafficking	In The News PSHE Rights and Responsibilities Everybody Matters- Personal Awareness Safe Adults PSHE-Making Safe Choices Sex and Relationships Education Respect and Equality Rights of The Child
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