

STOCKSBRIDGE HIGH SCHOOL



Child Protection and Safeguarding Policy (Incorporating the Self Harm Policy and Online Safety Policy)

SLT Responsibility	Designated Safeguarding Lead (DSL)
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Approved by	
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CHILD PROTECTION AND SAFEGUARDING

Headteacher	Mr Andrew Ireland
Designated Safeguarding Lead Designated Safeguarding Lead	Mrs Sarah Drayson Mr Sam Tipson
Designated Safeguarding Deputies	Mr Andrew Goodings Mr Andrew Marren Mr Andy Proost Mrs Jill Ganley Mr Martin Staunton
Designated Safeguarding Governor	Mrs Sarah Cavanagh
Governor Committee	Full governors

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

(Working Together to Safeguard Children 2015 – page 5)

(In this document a child is defined as anyone who has not yet reached their 18th birthday. ‘Children’ therefore means ‘children and young people’ throughout.)

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

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff and volunteers are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The document ‘Keeping Children Safe in Education’ – DFE September 2019, MUST be read in conjunction with this policy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

INTRODUCTION

The Minerva Learning Trust asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school’s particular circumstances as well as meet any statutory requirements.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have the responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances at least one member of the relevant panel should be a member of the Trust.

Stocksbridge High School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989).

Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

There are three main elements to our Child Protection Policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching and pastoral support offered to pupils.
- **Protection** by following agreed procedures and ensuring all staff (including volunteers) are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to pupils who may have been abused or who are defined as a 'Child in Need'.

This policy applies to all pupils, staff, parents and carers, governors, volunteers and visitors to the school.

Stocksbridge High School recognises it is an agent of referral and not of investigation.

SCHOOL POLICY

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. Our school therefore aims to:

Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and listened to

- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientation.
- Make parents and carers aware of the school policies and practise for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents/carers and colleagues from partner agencies

FRAMEWORK

Child protection and safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practise are the responsibilities of the Sheffield Safeguarding Children Board (SSCB).

In Sheffield, all professionals must work in accordance with the SSCB Child Protection and Safeguarding Procedures.

Our school also works in accordance with 'Keeping Children Safe in Education' (DfE, September 2019), 'Working Together to Safeguard Children (DfE, 2015)', 'Information Sharing' (DfE 2015), 'Disqualification under the Childcare Act' (DfE 2006) and 'Thresholds of Needs Guidance' (Sheffield 2012).

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the Designated Safeguarding Leads and Designated Safeguarding Deputies) are shown on the cover of this document.

The Designated Safeguarding Leads in School have responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They must ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals Children's Social Care are made in accordance with local procedures. If for any reason the Designated Safeguarding Leads are unavailable, one of the Designated Safeguarding Deputies will act in their absence.

The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (see 'Keeping Children Safe in Education' for further information).

The Designated Governor for Safeguarding ensures there is an effective Safeguarding Policy in place and that this is updated annually. Governors will not be given details relating to individual cases or situations to ensure confidentiality is not breached.

The Head of School and/or the Designated Safeguarding Leads provide an annual safeguarding report for the governing body. This report is sent to the Education Safeguarding Children Advisors at the SSCB.

This Child Protection and Safeguarding Policy is published on the school website alongside a link to the full set of SSCB school policies and procedures. Ofsted have confirmed that any Sheffield school or education setting can adopt the safeguarding policies and procedures on the SSCB website. The Local Authority is responsible for ensuring that they are accurate and updated annually.

The school will actively promote online safety on our website and signpost stakeholders to information that will help keep children safe online.

PROCEDURES

All action is taken in accordance with the following guidance;

- Sheffield Safeguarding Children Service (SSCB) Child Protection and Safeguarding Procedures
- Keeping Children Safe in Education (DfE, 2019)
- Working Together to Safeguard Children (DfE 2015)
- Information Sharing: advice for practitioners providing safeguarding services (DfE 2015)
- Disqualification under the Childcare Act (DfE 2006)

When new staff, volunteers or regular visitors join our school they are given a Safeguarding Induction using the SSCB Safeguarding Children Induction Pack. They are required to sign to confirm they have received this induction and understand the procedures to follow if they have any safeguarding concerns or if abuse is disclosed to them.

All staff are kept informed about child protection and safeguarding responsibilities and procedures through induction, briefings and awareness training. Updates are delivered at least annually. Whole staff training takes place every three years in line with statutory requirements.

Any member of staff, volunteer or visitor to the school who receives disclosure of abuse, an allegation or suspects that abuse may have occurred **MUST** report it immediately to a Designated Safeguarding Lead or one of the Designated Safeguarding Deputies. In the absence of all of the above, the matter should be brought to the attention of the most senior member of staff who should contact the **Sheffield Safeguarding Hub on 0114 2734855**.

The Designated Safeguarding Leads or Deputies will immediately refer cases of suspected abuse (including section 47 referrals) to Children's Social Care direct by telephone and confirm in writing using a Sheffield Multi-Agency Confirmation Form (MACF)

The school will always undertake to share our intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should voice their concerns and press for re-consideration.

The school are aware of the document 'SSCB Resolution of Practitioner Disagreements' and encourage its use where there are continuing professional concerns that a child remains at risk of harm following a referral.

A referral to the Sheffield CME team (Children Missing in Education) will be made if Stocksbridge High School do not see a student over 10 consecutive days and there has been no explanation for absence. A member of the pastoral team will conduct a home visit, but if there is no response the police will be requested to make further visits.

If Stocksbridge High School believe that a student has moved schools and/or address and there has been no confirmation from parents/carers, CME will be contacted to request the student be removed from roll.

TRAINING AND SUPPORT

The Sheffield Safeguarding Children Board has agreed that Designated Safeguarding Leads and Deputies should attend Advanced Refresher Safeguarding Children in Education Training for a half day each year in order to keep up to date with the developments taking place in their area of safeguarding and to allow networking to take place between similar settings.

The school will ensure that the DSL (and Deputies) also undertake multi-agency training as appropriate.

The school provides supervision for those members of staff with a significant safeguarding role.

Whole Staff Safeguarding Training takes place every three years in line with statutory requirements. All staff have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of the Safeguarding Induction and are referred to in the Code of Conduct.

CONFIDENTIALITY AND INFORMATION SHARING

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

A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this **MUST** be reported to the DSL or Deputies and may require further investigation by appropriate authorities.

Any member of staff receiving a disclosure of abuse will make an accurate record as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be dated and signed and will include action taken.

Any allegation or disclosure involving a member of staff, a child's foster carer or a volunteer at the school **MUST** be reported directly to the Head of School, unless it involves the Head of School or CEO and then it should be reported directly to the Chair of the Governing Body.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only. Any information shared with a member of staff must be treated confidentially.

The school recognises that it is essential to establish positive and effective working relationships with outside agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all children. We share information:

- To ensure the fullest possible picture of the child's circumstances
- To enable practitioners to assess the needs of the child properly
- To co-ordinate and improve service provision to the child and family
- To protect other adults and children

Some examples of information to be shared:

- Child seems hungry, inappropriately dressed, has hygiene concerns
- Child's behaviour is concerning or has changed e.g. aggressive, withdrawn, overly familiar, and sexually inappropriate
- Suspicion/evidence child has an injury e.g. awkward/protective movement, bruising, marks, cuts, burns
- Things said by/about the child that are concerning

For further information see 'Information Sharing: advice for practitioners providing safeguarding services' (DfE 2015). The school ensures:

- That all written information concerning a child of a child protection or safeguarding nature is kept in a secure place
- That photocopies are not to be made or retained by other staff
- That apart from the DSL and Deputies, the only other staff who may have access to such information are those who demonstrate 'the need to know'
- If a child transfers from the school, their safeguarding file will be forwarded to the new educational setting by recorded delivery, marked 'Confidential' and for the attention of the receiving school's DSL.

SUPPORTING PUPILS AT RISK

The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

The school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviour towards other children and adults.

The school will endeavour to view such behaviour as the impact of abuse or harm suffered rather than viewing the behaviour as a problem within the child.

The school will endeavour to support all pupils through:

- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and motivation
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of the school's Behaviour for Learning Policy.
- A consistent approach which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop open and honest and supportive relationships with parents, with the child's best interest as paramount
- Recognition that in a home environment where there is domestic abuse or drug or alcohol abuse, children may be in need of support or protection

DISABLED CHILDREN

Under the Children Act 1989 (s17 (10)), a child or young person who is disabled is automatically a Child in Need. This is because without the input of identified services, they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired. The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities"; this may include some long term illnesses as well.

Disabled children and young people are more vulnerable to abuse for a range of reasons which include:

- May be socially more isolated
- Dependent on their carers for day to day assistance including intimate care
- They may have communication difficulties
- Be more vulnerable to bullying and intimidation
- May experience a lack of continuity of care so patterns of changes are missed
- May be fearful of making a complaint in case of loss of services
- May not have any one person to trust
- May not be believed
- May not be aware of good and bad touching by parents/carers

Practitioners should be aware of the impact on the whole family and any siblings as well. Some families with a disabled child may be vulnerable to anti-social behaviour and bullying in their neighbourhood and other discrimination and hate crimes. All such concerns should be taken seriously by agencies.

ALLEGATIONS INVOLVING A MEMBER OF STAFF

The school work in accordance with statutory guidance in respect of allegations against an adult working with children (in a paid or voluntary capacity).

Schools must have processes in place for reporting any concerns about a member of staff (or any adult working with children) and have a named lead to whom concerns should be reported. This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection. In our school, any allegations about members of staff (or any adult working with children) must be made to the Head of School, Mr Andrew Ireland or the CEO of The Minerva Trust.

Where the concern involves the Head of School or the CEO, it should be reported direct to the Chair of Governors.

SSCS procedures require that, where an allegation against a member of staff is received, the Head of School or the Chair of Governors must inform the Local Area Designated Officer (LADO) 0114 2734850 within one working day. No further action/investigation should take place until/unless sanctioned by the LADO.

For further information see 'Keeping Children Safe in Education' (Part 4, DfE 2018)

All staff must be aware of their duty to raise concerns about the attitude or actions of a colleague in line with the school's Whistleblowing Policy. This duty is regularly reinforced via training and staff briefings.

DEFINITIONS OF ABUSE

General Definition: An abused child is someone under the age of 18 years who has suffered physical injury, physical neglect, non-organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission).

Some children will be deemed to be at particular risk where another child in the household has been harmed, or the household contains, or is regularly visited by, a known abuser (Person Posing a Risk to Children).

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Possible signs and indicators of Physical Abuse may include:

- Injuries that are not consistent with the explanation offered
- Presence of several injuries that are at various stages of healing
- Repeated injuries over a period of time
- Injuries that form the shape of a pattern (buckle, hand, iron, teeth, cigarette burns)
- Runaway attempts or fear of going home
- Extremely aggressive or withdrawn
- Drug/alcohol misuse
- Depression

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the 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 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, though it may occur alone.

Possible signs and indicators of Emotional Abuse may include:

- Bed-wetting or soiling that has no medical cause
- Has not attained significant developmental milestones
- Tearful, has low self-esteem
- Symptoms of depression, anxiety, withdrawal or aggression
- Self-harm, suicide attempts, engaging in drug or alcohol misuse
- Adult constantly calls the child names, labels the child or publicly humiliates them
- Adult has unrealistic expectations of the child
- Adult involves the child in 'adult issues' such as separation or access issues

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or no penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs and indicators of Sexual Abuse may include:

- Self-harm
- Eating disorders
- Sexually transmitted disease(s)
- Sudden lack of interest in friends or activities
- Withdrawal from friends and family
- Goes missing
- Truancy and / or running away from home
- Suicide attempts
- Drug / alcohol misuse

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

Possible signs and indicators of neglect may include:

- Unattended medical appointments
- Lack of supervision
- Nutritional deficiencies
- Inappropriate dress for weather conditions
- Developmental delays
- Not attending school
- Constant hunger or steals food
- Abandonment
- Lack of parental participation and interest

SPECIFIC ISSUES

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people is abuse and a criminal act. Many young people have been subject to what is called 'grooming' whereby an adult or a person of a similar age seeks to become their friend, supports their needs emotionally, financially and showers them with attention to make them feel special. In the eyes of the young person, the 'abuser/groomer' is seen as a friend, someone they can trust. Once in their power, the abuser may use the threat of physical, sexual or verbal harm to manipulate the young person. They may also seek to isolate the young person from their family and friends.

It can involve a broad range of exploitative activity, from seemingly 'consensual' relationships through to very serious organised crime. Increasingly adults are using the internet to meet and groom young people for sexual exploitation. Abuse of this kind can happen to anyone from any background. It does not just happen to young females – young males can be victims of abuse too.

The following are typical vulnerabilities in children **prior** to abuse:

- Living in chaotic or dysfunctional household (Parental substance abuse, domestic abuse, parental mental health issues, parental criminality)
- History of abuse
- Recent loss or bereavement
- Gang association
- Learning disabilities
- Low self-esteem or self-confidence
- Attending school with young people who are sexually exploited

The following signs and behaviour are generally seen in children who are **already** being exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Absent from school
- Repeat sexually-transmitted infections, pregnancy and terminations
- Estranged from their family
- Receipt of gifts from unknown sources

Self-harm and suicide

Any child who self-harms or expresses thoughts about this or about suicide has to be taken seriously and appropriate help and intervention should be offered at that point. Definitions from the Mental Health Foundation (2003) are:

- Deliberate self-harm is self-harm without suicidal intent, resulting in non-fatal injury
- Attempted suicide is self-harm with intent to take life, resulting in non-fatal injury
- Suicide is self-harm, resulting in death

Informed consent to share information should be sought if the child is competent unless:

The situation is urgent or seeking consent is likely to cause serious harm to someone or prejudice the prevention or detection of serious crime

If consent is refused or cannot be sought, it should still be shared if:

- There is reason to believe that otherwise it will result in serious harm to a child or young person
- The risk is sufficiently great to outweigh the harm
- There is a pressing need to share the information

If a competent young person wishes to limit information to their parents/carers or to withhold information, their wishes should be respected unless the conditions above apply. For further details see chapter 3.22 in Sheffield Safeguarding Children Board Child Protection Procedures.

Forced Marriage (FM)

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage of a young person under the age of 18 is a child protection issue, because it is likely to cause Significant Harm. It impairs a young person's emotional health and development. It may also involve underage sex and/or rape. Young people taken out of school to be married overseas suffer the loss of educational opportunities. As their marriages are not recognised in the UK many are kept overseas until they turn sixteen. Some young women may not be allowed to return home until they become pregnant. Young people unable to go against the wishes of their parents may suffer emotionally, leading to depression and self-harm.

Indications that a child may be at risk of being forced into marriage may encompass some of the following:

- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or family members at school
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Prevented from going on to higher education

Honour Based Violence (HBV)

Honour based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community.

Honour based violence, where it affects children and young people, is a child protection issue. It is an abuse of human rights. Children and young people who suffer Honour Based Violence are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases they are also at risk of being killed.

Indicators:

- Children may truant to avoid family and relatives knowing where they are
- Children may be isolated, depressed and there may be concerns about self-harming behaviour
- Families may continue to feel 'shame' and the risks may transfer to children or siblings
- Children may be excessively restricted in their movements; grounded permanently
- Denial of access to internet, phones, friends, passport
- Children may be stopped from seeing their mother

Female Genital Mutilation (FGM)

FGM is a collective term for all procedures which include the partial or total removal of the external female genital organs for non-medical or therapeutic reasons. It is acknowledged that some FGM practising families do not see it as an act of abuse. However, Female Genital Mutilation has severe significant physical and mental health consequences both in the short and long term, and must not be excused, accepted or condoned. The procedures are more common than most people realise and work is taking place worldwide to eradicate this illegal and dangerous practice.

FGM is illegal in the UK and in October 2015 it became mandatory to report all concerns about FGM on a girl under the age of 18 to the Police. This includes historical cases which may have occurred many years previously and outside of the UK.

Signs and Indicators of FGM being planned may include:

- The family belonging to a community in which FGM is practised and that they are planning to take a child on holiday, arranging vaccinations or planning absence from school; and
- The child may also talk about a special procedure or ceremony that is going to take place. FGM does not take place exclusively abroad.

Indicators that FGM may already have occurred include:

- Prolonged absence from school with noticeable behaviour change on return, possibly with bladder or menstrual problems
- The child finding it difficult to sit still and looking uncomfortable, or complaining about pain between their legs
- The child taking a long time when they visit the toilet

Extremism and Radicalisation

The 'Prevent' duty: All education settings must try to prevent people from being drawn into terrorism & extremism, whilst carrying out our usual educational functions. The Prevent programme must not involve any covert activity against people or communities, but specified authorities may need to share personal information e.g. to ensure that a person at risk of radicalisation is given appropriate support.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

Vulnerable children can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a child at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

Staff may also become concerned about the content of a pupil's written work (including drawings).

The Extremism and Radicalisation policy is available on request.

Peer Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults and sexting

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm Children or young people who harm others may have additional or complex needs e.g:
- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case.

Recognising peer abuse:

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer

Taking action:

Always take complaints seriously.

Never ask a student for a written statement, it can interfere with a criminal investigation

Assess needs of victim and perpetrator.

Consider referral to Police or Social Care and contribute to multi-agency assessments

If a member of staff has a concern about any of the safeguarding issues listed above, they must pass these on to a member of the school's safeguarding team without delay.

Further information on specific safeguarding issues, including issue led guidance, can be found on the SSCS website. There are a number of factsheets and protocols in the Sheffield Safeguarding Children Service Child Protection and Safeguarding Procedures Manual which Designated Safeguarding Leads and Deputies (DSL/D's) will find useful for quick reference.

REASONABLE FORCE

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils:

- 'Force' is either to control or restrain; e.g. guiding a pupil to safety, breaking up a fight, or restraint to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive, e.g. standing between pupils, or active, e.g. leading a pupil by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control
- All staff accompanying pupils on an education trip have a legal power to use reasonable force if authorised by the Head of School. Staff should use their professional judgement of each situation to make a decision to physically intervene or not.
- They should avoid causing injury, pain or humiliation, wherever possible. Settings do not require parental consent to use force on a pupil.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder, e.g

- Disrupting an event, trip or visit
- Leaving the classroom where this would risk their safety or disrupt others
- Attacking someone
- Restraining a pupil at risk of harming themselves through physical outbursts
- Stopping a fight

Reasonable force can also be used to remove disruptive pupils if they have refused an instruction to leave class.

SERIOUS CASE REVIEW PROCESS

A Serious Case Review will take place for every case where abuse or neglect is known or suspected and either:

- A child dies
- A child is seriously harmed and there are concerns about how organisations or professionals worked together to safeguard the child.

The Sheffield Safeguarding Children Board are responsible for initiating a serious case review, and all partner organisations and agencies are responsible for identifying cases of concern that may meet the SCR criteria. Robust safeguarding procedures are in place at Stocksbridge High School to ensure that serious safeguarding incidents are identified and appropriate notification effected by the DSL in school.

The purpose of a SCR is to:

- Identify improvements which are needed and to consolidate good practice
- Translate the findings from the SCR into programmes of action which lead to sustainable improvements and the prevention of death, serious injury or harm to children.
- SCR are not inquiries into how a child died or was seriously harmed, or who is culpable. These matters are for coroners and criminal courts to determine.

Once it is apparent that a SCR may be needed, a preliminary panel will be convened and a representative from Stocksbridge High School may be invited to join the panel.

The representative should provide full and comprehensive information about the school's involvement with and knowledge of the family to this initial meeting, either directly, or via a Local Authority representative as required. If it is agreed to recommend that the SCR criteria have been met, then the panel will determine the scope of the SCR and terms of reference. The panel will decide which organisations, agencies and professionals should contribute to the review.

Stocksbridge High School may be asked to provide an Individual Management Report and chronology for the SCR, and to also provide a representative on the SCR Panel.

The person responsible for this and the person who also attends the preliminary panel, should be a member of the Senior Leadership Team within school and someone who has had no involvement with the case or have been the line manager of school staff involved in the case. This person will need to collect and collate files (including any existing safeguarding files) and correspondence pertaining to the child(ren) concerned and their family immediately after notification, in order to commence work on the Individual Management Report and chronology. The person may also need to interview key members of staff.

Their independence from the case must be explicit and clearly recorded within their report.

Alternatively Stocksbridge High School may be asked to present all collected and collated files and correspondence to a Local Authority representative who will perform this function on the school's behalf.

The panel will notify the school (or Local Authority) representative of the required format for the chronology of the report at the start of the review and time scales for presenting the report. The representative may have to attend a briefing session prior to commencing their report to ensure that the terms of reference are clear and understood. They may also have to present an early draft of the report to the SCR panel.

The SCR Action Plan will be developed directly from the recommendations of the final SCR report. This will include any individual recommendations for school. The Action Plan should be realistic and set out clearly the responsible agencies/individuals and specific dates by which actions will be undertaken as well as the desired outcomes.

The representative from the Stocksbridge High School Leadership Team will ensure that any actions for school are carried out and implemented within the set time scales set by the panel.

The above process should also be followed where it has been decided by the Sheffield safeguarding Children Board that criteria for a Serious Case Review have not been met, however it is deemed necessary for a Learning Lessons Review to be conducted.

SELF HARM

Introduction

Recent research indicates that up to one in ten young people in the UK engage in self harming behaviours, and that this figure is higher amongst specific populations, including young LGBT people and those with special educational needs. School staff can play an important role in preventing self-harm and also supporting pupils, peers and parents of pupils currently engaging in self-harm. This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy.

The Minerva Learning Trust asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances as well as meet any statutory requirements.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have the responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances at least one member of the relevant panel should be a member of the Trust.

Scope

This policy describes the school's approach to self-harm. It is intended as guidance for all staff including non-teaching staff and governors.

Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to pupils who self-harm and their peers and parents/carers
- To provide support for staff dealing with self-harm

Definition of self-harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair pulling
- Banging or hitting the head or other parts of the body
- Risk taking behaviour e.g. unsafe sexual behaviour, substance misuse. ☒ Eating disorders e.g. anorexia nervosa, bulimia nervosa

Why young people harm themselves

The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it.

There are links between depression and self-harm. Quite often a young person who is self harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with family or friends.

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that's behind it. It can also make a young person feel they're in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they've done or have been accused of doing.

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression /low mood/anxiety/stress
- Poor communication skills
- Low self-esteem
- Poor problem solving skills
- Hopelessness
- Lesbian, gay, bisexual and transgender (52% of young LGBT people report self-harm either now or in the past. 44% of young LGBT people have considered suicide)
- Young Asian women (one study found that the suicide rate in women aged 16-24 years was three times higher in women of Asian origin than in White British women)
- Struggling to cope with existing emotional, mental and / or physical health problems
- Impulsivity
- Drug or alcohol abuse
- Feeling like you have no control over your life

Family Factors:

- Unreasonable expectations including pressure to conform / achieve
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family. This can result in pupils struggling at significant dates in the year e.g. anniversaries
- Social factors:
 - Difficulty in making relationships / loneliness
 - Being bullied or rejected by peers
 - Self-harm behaviour in other pupils or friends outside of the school setting (contagion effect)
 - Self-harm portrayed or reported in the media

Warning Signs

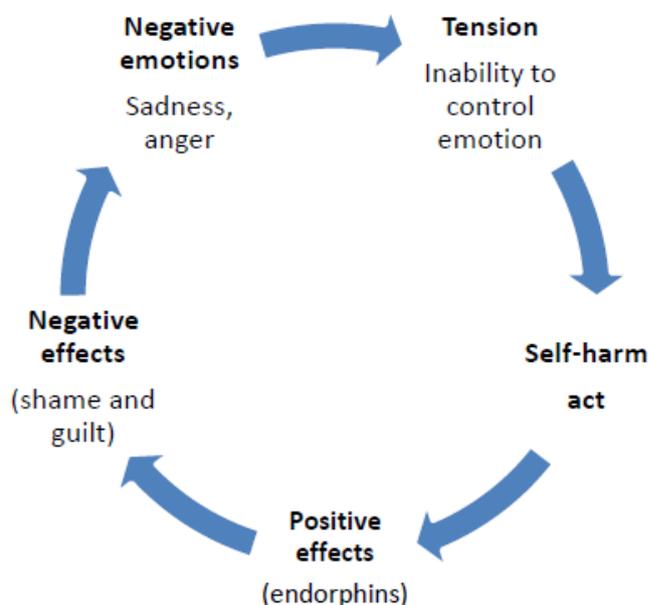
School staff may become aware of warning signs which indicate pupil is experiencing difficulties which may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from a member of the safeguarding team.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. pupil may appear overly tired if not sleeping well)
- Increased isolation from friends or family , becoming socially withdrawn
- Changes in activity and mood (e.g. more aggressive or introverted than usual)
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Displaying physical signs of self-harm such as cuts to arms or head banging

The cycle of self-harm

When a person inflicts pain on themselves, their body produces endorphins. These are natural pain relievers and can give temporary relief from distress and induce a feeling of peace. This can become an addictive sensation which in turn makes it difficult for the person to stop the self-harm behaviours. Self-harming can cause physical pain but this is easier to manage than the emotional pain which led to the self-harm in the first instance. The cycle also results in the person feeling a sense of shame or guilt. Within a school setting staff can encourage a pupil who is self-harming to replace the self-harm behaviours with safer coping strategies.



Management of the 'Contagion Effect'

Staff who have been made aware that a pupil is self-harming must remain vigilant in case their peers are also self-harming. Self-harm can become an acceptable way of dealing with stress and anxiety within a friendship group and can enable pupils to have a sense of identity.

Each individual pupil may have different reasons for self-harming and should be given the opportunity for one to one support. It is not appropriate for the school to offer group support.

Staff roles and responsibilities when working with pupils who self-harm

Pupils may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. If a pupil approaches a member of staff they should be listened to on a non-judgemental way. Staff should maintain a supportive and open attitude – a pupil who has chosen to discuss their concerns is showing a considerable amount of courage and trust.

Pupils must be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a pupil is at serious risk of harming themselves then confidentiality cannot be kept.

Any member of staff who is aware a pupil is engaging in or suspected to be at risk of engaging in self-harm should complete a **green safeguarding form** and pass to a member of the safeguarding team who will decide what action to take. This may include:

- Immediately removing the pupil from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- Offering one to one support including harm reduction work
- Contacting parent / carers *
- Seek specialist advice
- Referring to an appropriate agency for further support

parents / carers will **always be informed where the pupil is under 13 years old (unless to do so would put them at greater risk of harm in which case the school's Child Protection and Safeguarding Policy will be followed).*

A school risk assessment will be completed for each incident of self-harm. Clear written records will be kept of all meetings with pupils including any risk assessments and actions taken. This information will be stored in the pupil's safeguarding file.

Do's and Don'ts: Advice for staff:

Do

- Stay calm and do not show anxiety, disapproval or disgust
- Listen to the pupil
- Make it clear that you cannot offer complete confidentiality and must inform a member of the schools safeguarding team
- Observe the pupil's non-verbal clues - does what they say and what you see match up?
- Reassure the pupil – they need to know they will be supported

Don't

- Panic. Self-harm is a complex issue. Panicking will not help the pupil feel safe and contained
- Send the pupil away. Make some time for them or signpost them to a member of the safeguarding team.
- Be judgemental or refer to the self-harm as 'attention seeking'
- Work alone. Concerns must be recorded on a green safeguarding form and passed to a member of the school safeguarding team
- Tell other members of school staff what the pupil has shared with you. Information is shared on a 'need to know' basis only.
- Contact parents / carers. This will be done by a member of the school's safeguarding team if appropriate.

CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

Confidentiality is a key concern for young people. Every pupil has the right to be treated with respect and dignity. They have the right to privacy, a safe environment and where appropriate, should be consulted and given the opportunity to express their views about decisions which may affect their lives.

The UN Convention on the Rights of the Child states that:

"the wishes of a young person must be taken into account when considering their best interests"

At Stocksbridge High School, we recognise that our pupils span the age range of 11 – 16 years. When considering making a judgement about their interests, the member of staff should also take into account the age and maturity of the pupil and subsequently, their ability to make an informed decision about their life.

Pupils have the right to request confidentiality from a member of staff. When considering this request, staff **must** take into consideration the following factors:

- The age and the competence of the pupil (use Fraser guidelines to determine emotional maturity, intelligence, vulnerability and comprehension of the issues)
- The risk to the pupil or any another young person under the age of 18
- Whether to break confidentiality would actually increase the risk of harm to the pupil
- Whether the issue is of a safeguarding nature and the school's Child Protection and Safeguarding Policy should be followed.

Having considered the above factors, there may be occasions when trained staff feel able to keep information about a pupils self-harming confidential. Parents and carers will not automatically be informed unless:

- The pupil is under 13 years of age
- The pupil is not 'fraser competent'
- The pupil refuses to engage with regular support ensuring that they can continue to be safely risk assessed and their emotional wellbeing monitored.

In the above circumstances, staff **must** have considered (and risk assessed using appendix 1) safeguarding factors to clarify whether informing parents / carers would increase the risk of harm to the pupil. In these situations the school's Child Protection and Safeguarding Policy would be followed.

All decisions relating to the agreement to keep information confidential must be clearly recorded with evidence of a thorough risk assessment in the pupil's safeguarding file. Risk assessments are an on-going process and it may be that information that initially has been kept confidential may need to be shared at a future point. The pupil will always be informed of a decision to break confidentiality and share information (unless to do so would place them at greater risk).

All concerns and subsequent communications about safeguarding or child protection issues will be factual, recorded by the person who identifies or is informed of the concern. Reports will also include full names, dates and the informers' role and upon completion be stored securely.

All safeguarding and child protection files are stored in a locked cabinet separate from students' general notes.

All records relating to safeguarding children and child protection will be kept following Sheffield Safeguarding Children Board guidance.

FURTHER GUIDANCE:

The Designated Lead or Deputy Lead in most cases will discuss the options available and take appropriate actions to advise and assist children, parents / carers or staff. If necessary advice will be sought from the Sheffield Safeguarding Children Board, Childrens Social Care or MAST (Multi Agency Support Team).

USEFUL WEBSITES:

SHEFFIELD SAFEGUARDING BOARD

<https://www.safeguardingsheffieldchildren.org.uk>

NSPCC

<https://www.nspcc.org.uk/>

BULLYING

<http://www.bullying.co.uk/>

ONLINE SAFETY:

CHILD EXPLOITATION AND ONLINE PROTECTION

<https://www.ceop.police.uk/>

SAFE NETWORK

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

THINK YOU KNOW

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

SAFETY NET

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

KIDSCAPE

<https://www.kidscape.org.uk/>

USEFUL SOURCES OF FURTHER INFORMATION

Childline

ChildLine offers free, confidential advice and support to under 18's.

0800 1111 www.childline.org.uk

YoungMinds

For anyone concerned about a child or young person's mental health www.youngminds.org.uk

Parent helpline: 0808 802 5544

Epic Friends

A website developed by the Sheffield Children's NHS Foundation Trust specialising in mental health issues such as self-harm www.epicfriends.co.uk

Please see Stocksbridge High School Online Safety policy also for information regarding ICT and the internet in relation to Child Protection and Safeguarding.

APPENDIX 1 - RISK ASSESSMENT

This form **MUST** be completed for all self-harm incidents and securely stored in the pupil's safeguarding file.

Pupil Name: _____ Gender: _____

Pupil Age: _____

(If under 13yrs then parents/carers must be informed unless to do so would place them at increased risk of harm. In such circumstances the school's Child Protection Policy should be followed).

Special Needs:

Incident (provide as much detail as known including location, method used, frequency and triggers):

Is/was first aid required?

Who else is aware?

(Decision made with respect to contacting parents/carers and reasons for decision (consider age, competence, special needs, history, frequency, method used, triggers, past history and current presence of suicidal ideation and/or behaviours).

Action taken and recommendations for ongoing support

Report completed by: _____ Date: _____

APPENDIX 2 - KEEPING CHILDREN SAFE IN EDUCATION

This form MUST be completed annually by every member of staff and volunteers after they have read and understood the Keeping children Safe in Education part 1 document.

Stocksbridge High School

I confirm that I have read, understood and will adhere to the statutory guidance with regard to keeping children safe in education as described in the 2019 DfE Keeping Children Safe in Education Part 1.

I understand that any information or concerns regarding the safeguarding of students or staff will be recorded on CPOMS.

Name: _____ (please print)

Signed: _____

Date: _____

Please return to Headteacher's PA once signed.