



Springfield Primary School Safeguarding Policy

Date Reviewed January 2025



Springfield Primary School Safeguarding/Child Protection Policy

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At Springfield Primary School we follow the Sheffield Safeguarding Children policies & procedures.

This site can be found by following the link: <https://www.safeguardingsheffieldchildren.org/sscb>

These policies adhere to the **DFE Keeping Children Safe in Education Statutory Guidance for Schools and Colleges**

This document can be found by following the link below and is available on school website:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

It is our collective responsibility to protect all children from physical, sexual, emotional harm and neglect. At Springfield there is a whole staff commitment to safeguard children. We will promote the welfare and safety of all our children. We take any suspicions, allegations or concerns about children seriously. We will follow the Sheffield Child Protection Policy; this may require us to record relevant information and liaise with appropriate agencies.

The three main elements of Safeguarding and child protection:

- a) Prevention:
- b) Protection:
- c) Support:

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum, activities and opportunities for PHSE, which help equip children with the skills they need to stay safe from abuse.
- d) Include in the curriculum, material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

FRAMEWORK

In addition to Local Authority (LA) Sheffield Safeguarding Children Board (SSCB) guidance. Springfield Primary School will follow appropriate procedures and policies that are school specific. The Designated Safeguarding Lead (DSL) and deputy leads (DDSL) will monitor that procedures are followed in line with LA and school policies.



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ROLES AND RESPONSIBILITIES

The names of those carrying these responsibilities:

DSL: Headteacher Linda Joseph

Deputy DSL: Deputy Headteacher /SENDCo Sally Holder, Learning Mentor Laura Crocker, Assistant Headteacher Donna Pycroft

Nominated Governor for Safeguarding and Child Protection Laura Selby

Their responsibilities include:

- Attending Child Protection conferences
- Dealing with referrals
- Liaising with other agencies
- Giving advice to colleagues
- Organising/conducting training/ ensure all staff are appropriately trained in line with LA requirements.
- Ensuring that procedures and policies are adhered to.
- Checking that central records are up to date with appropriate checks for all adults working with children

Sheffield Safeguarding can be contacted for any help, support and further advice you may need.

PROCEDURES

- We will follow the procedure set out in the procedure manual produced by Sheffield Area Child Protection Committee.
- All injuries, bruising, marks, cuts, burns, awkward/protective movements, need to be reported to the safeguarding team immediately.
- All permanent school staff will receive full training within the requirements of every 3 years,
- At least one staff meeting every year will be dedicated to Child Protection and the appropriate procedures to follow.
- On admission parents/carers are informed of school's duties and responsibilities in this area.
- Safeguarding Governors will be kept informed and a full report is submitted to all Governors annually.



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HOW TO REPORT A CHILD PROTECTION CONCERN

- Contact the DSL or deputy as soon as possible. A delay can significantly hinder the response of other agencies.
- Do not interrogate or ask the child leading questions but do make simple inquiries and record in detail. Include the circumstances, date and time when the information was received.
- Do not contact the parent/carers.
- Report all allegations no matter how insignificant they may appear. The DSL will add the documented information to any previous records.
- If a pupil demonstrates that they will only confide in their class teacher then immediate help should be sought in order to supervise their class.
- If an allegation is made about the Headteacher, the matter should be reported to the Chair of Governors and Safeguarding Governor who will then follow LA procedures.

TRAINING AND SUPPORT

Our school will ensure that the DSL, Deputy DSL and the nominated Governor for Child Protection/ Safeguarding receive the advanced training relevant to their role. Staff will be trained in staff meetings and any issues, which arise, will be prioritised.

PROFESSIONAL CONFIDENTIALITY

- Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.
- Staff will be aware that they can never guarantee confidentiality to a child and that the member of staff must convey to the child that they have to inform the Safeguarding Team who may then need to contact other people about the issue.
- The class teacher will be informed that there are concerns about a child in their class but confidentiality will be maintained.

RECORDS AND MONITORING

- Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed on to other agencies.
- Factual observations only will be recorded, without embellishment.
- When any issue comes to light, the member of staff who has the initial concern/ observation records the details and alerts the safeguarding team. A member of the safeguarding team records the action taken on CPOMS. Any written information/ records on paper are filed in a locked cabinet in the Headteacher's office.
- Children, who have been identified as 'At Risk', will be monitored in terms of their progress and clear records will be maintained.



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- These records will be passed to the Local Authority Designated Officer if requested or Social Services if a referral is made.
- CPOMS is the system used to record Safeguarding concerns. Historic records on paper remain in a locked cabinet in the Headteacher's office.

ATTENDANCES AT CHILD PROTECTION CONFERENCES

Where necessary, the DSL or Deputy will attend a Child Protection Conference. They will also receive advice on how to produce relevant, concise and professional reports. If school has made a referral, the DSL will support staff to maintain a working relationship with parent/carers throughout the process.

SUPPORTING VULNERABLE PUPILS

This requires a professional, sensitive approach in order that the child can receive appropriate help and support. This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) 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.
- c) The implementation of our school behaviour policy.
- d) Regular liaison with other professionals and agencies that support the pupils and their families.
- e) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- f) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

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

SAFE SCHOOL, SAFE STAFF

- Members of staff are advised to never put themselves in a vulnerable position where an allegation can be made against them. If necessary, the DSL or DDSL will accompany the member of staff when talking to a child.
- DBS and disqualification checks are standard practice to ensure that 'safe' staff are recruited into school. (See the Safer Recruitment Process Document)

Following any incident or alert an investigation and review of procedures, security and systems will be implemented and any changes actioned.



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SCHOOL SPECIFIC SAFEGUARDING

Safeguarding

- All staff, volunteers and third parties will be DBS checked and will be required to complete documentation to comply with Disqualification under the Childcare Act 2006. (See Springfield's Procedures for Volunteers)
- All staff trained up to date
- Refresher training at start of year and regular updates at PDM's

Safe classrooms

Children should not be left in classrooms unsupervised.

As stated in The Statutory Framework for the Early Years Foundation Stage (2023) the adequate supervision of pupils will ensure that: *'Children must usually be within sight and hearing of staff and always within sight or hearing. Whilst eating, children must be within sight and hearing of a member of staff'* (3.29)

Safe Children

Registers – The adult in charge of the class is responsible for making sure that registers are accurate (See written procedure)

Absences – If we are not notified of a Child's absence school will make a phone call home after morning registers close to investigate.

Children should **NEVER** be left alone with students (Except teaching students), volunteers or non-school staff. Senior leaders will authorise any outside agencies/ organisations and other adults that come into school to work with children. This is to ensure that all relevant security checks have been done.

Home visits

Home visits will be undertaken for a number of reasons. This will include, but is not limited to, the following:

- To establish the welfare of a pupil, e.g. in response to an unauthorised absence, Children missing in Education procedures and Attendance and welfare checks.
- To work with parents to support and improve their child's attendance.
- To hold discussions with parents where it is in the best interests of the pupil to be held at their home, or the parent cannot attend school, e.g. due to a disability.
- To maintain contact with a pupil who is absent from school for a long period of time, e.g. due to an illness.
- Early years Home visiting:

Home visits will be scheduled in advance with the agreement of the parents with the purpose of the visit stated, unless the visit is due to an emergency or immediate concern, e.g. an unauthorised absence with no contact from parents or a safeguarding issue.



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For Early years home visiting, a visit is a privilege. If a family does not want a visit for any reason this must be respected. Perhaps an informal visit at a different venue may be more acceptable.

All home visits will require the authorisation of the headteacher. Home visits will only be authorised where they are deemed necessary and in the best interests of the pupil concerned. An appointment agenda will be completed before a home visit with necessary details, e.g. the expected time, location, people attending, which is kept and held in the school office.

Home visits will take place during school hours wherever possible. Home visits outside of school hours will only be authorised if absolutely necessary and there is no reasonable alternative – in such cases, a responsible contact will be established to check on the welfare of staff conducting the visit.

Home visits must always be done in pairs This is a safeguard for all concerned. A risk assessment must also be carried out prior to the visit.

Staff will carry an identity card which is shown upon arrival for a first visit at a home – the card will not be worn around the neck. If the pupil's parents are not present at the arranged time, staff will wait no longer than 10 minutes. If the pupil's parents do not arrive, the visit will be cancelled.

Staff will not enter a pupil's home if they feel unsafe. If a visit is cancelled because of concerns over safety, the reason for cancelling the visit will be communicated in writing to the headteacher.

Staff will check in with the school office at the arrival at each address. A code word will be established to enable staff to discretely alert that help is needed if required during a phone call or text.

If there are potentially dangerous animals in the residence, the school will request that they are kept in a separate room or placed outside for the duration of the visit. If the parent refuses, or is unable to adhere to this request, the visit will be cancelled.

Any issues or incidents during a home visit will be reported to the headteacher.

TRIPS and VISITS

Children can only go on school trips if a SIGNED permission form is completed. Verbal permission can only be given when authorised by Headteacher or Deputy Headteacher for vulnerable children in exceptional cases.

COLLECTION

All letters for activities where children need to be collected from school, will have their NAMED adults who can collect the children.

If an adult arrives who is not on the list then that cannot take the child until permission is given from a parent/carer.

USE OF CARS

Under NO circumstance can any child travel in a car with any school adults. This is not negotiable. In an emergency, a taxi may be used with 2 adults accompanying. This is to protect adults and children.



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ENTRANCES and EXITS

All entrances to school are coded.

The main entrance door is on a buzzer.

This door can only be opened by the buzzer in the office following visual identification or after speaking to the visitor. ALL visitors must report to the main office.

The school has some CCTV in operation.

Many doors have a 2-handle opening system- one of which is high, above the reach of most children.

External gates are locked after the registers close and they are reopened at the end of the school day.

MOBILE PHONES

- Personal mobile phones /tablets etc. should not be used in school and should be locked away.
- Mobile phones and personally-owned devices will be switched off or switched to 'silent' mode. Bluetooth communication should be 'hidden' or switched off and mobile phones or personally-owned devices will not be used during teaching periods, unless permission has been granted by a member of the SLT in emergency circumstances.
- Personal mobile phones /tablets must not be used etc to take photographs of staff or pupils / or be used to record school trips or be used to record sound of any of the above.
- Smart watches are not to be used for phone class or texts during teaching times
- **Under NO circumstances must you have photos of children from Springfield on your phone.**

Social networking sites and blogging are increasingly popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people.



EMERGENCY PROCEDURE

Missing Child

- 1. Inform Senior Management immediately**
- 2. SLT member to remain in main office to be point of contact/ information**
- 3. Office staff check register of attendance and sign out book for Authorised Absence**
- 4. All available adults check:**
 - **Toilets, kitchens, other rooms office area, rest of school**
 - **Playgrounds**
 - **Outside of school; Bolton St and Cavendish St, Gell St Park, Broomspring Lane.**
 - **CCTV checked by trained member of staff**
- 5. Parents informed by SLT**
- 6. Police contacted if child not found within 30 minutes**

Following any incident or alert an investigation and review of procedures, security and Systems will be implemented and any changes actioned.

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How our setting safeguards students

Safe inclusive learning environment where students:

- Are respected
- Are protected from bullying & discrimination
- Can talk & express views, be listened to & get feedback
- Have their needs met & fulfil their potential
- Know how to get help
- Know when discussion is confidential
- Learn about online-safety, bullying, healthy relationships, abuse, neglect, exploitation

Secure information access, storage & sharing:

- Following legislation & guidance
- IT filters & monitoring systems in place
- Explaining how, what, where & when information is shared
- Detailed, accurate & secure written records of discussions, decisions & actions, shared appropriately.

Safeguarding policies, procedures & guidance:

- Available publicly for students, families, staff
- Following national & SCSP guidance & arrangements
- Include staff/pupil behaviour & relationships & online communications
- Updated annually

Trained volunteers, staff & management:

- Clear safeguarding roles & responsibilities
- Onsite safeguarding induction & refreshers
- High quality SCSP basic & advanced staff training
- Regular DSL/D staff safeguarding updates of skills & knowledge

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Safeguarding & promoting the welfare of children is everyone's responsibility:

- Protecting children from maltreatment
- Preventing impairment of children's mental & physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Acting to enable all children to have the best outcomes

A child is anyone under 18 years old

We are child-centred & we will always promote students' health, well-being, personal & emotional development.

Early help & support:

- Prompt identification & assessment of additional needs of all students & their family
- Ongoing support, planning & review
- Appropriate information sharing with students, families & agencies
- Prevent concerns from escalating

Partnership with parents and carers:

- Open, honest, respectful relationship
- Comfort & privacy to talk & get advice
- Involvement & inclusion at all stages of student's education & care
- Understanding of culture & diversity
- Clear explanations & use of professional interpreters
- Up to date emergency contact details
- Information about our complaint's procedure
- Support & signpost to adult services if vulnerable

Safe recruitment & management practices:

- Ensure unsuitable people do not work with children
- Positive & open culture and environment
- Whistle-blowing process for staff concerns about organisational practice
- Report all allegations of abuse by staff, carers or volunteers
- At least one member of the recruitment team/interview panel will be safer recruitment trained.

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Appendix 1

Use of Photographs, videos and other images within School and in Social Media

This applies to all staff, volunteers and students on work placement.

There are a number of things that you need to address when using images of people, especially children, some of which is contained in the Data Protection Act 1998:

- You must get the consent of all parents of children appearing in the photograph or video/DVD image before it is created
- You must be clear why and what you'll be using the image for and who will see it
- If you use images from another agency, you need to check that the agency has obtained informed consent

Safeguarding issues:

- Use equipment provided by the school to take the images and not personal devices
- Download and store images in a password protected area of the school network not on personal computers
- When images are stored on the system they should be erased immediately from their initial storage location e.g. camera
- Don't use full names or personal contact details of the subject of any image you use
- Children and families fleeing domestic abuse may be recognised via photos/images and whereabouts revealed to an abusive partner
- No images of a looked after child should be created or used without prior consent from Children's Social Care
- Don't use images of children in swimming costumes or other revealing dress – this reduces the risk of inappropriate use
- Always destroy images once consent has expired or the child has left your school

Consider:

- Are CCTV (security) cameras sited where they may compromise the privacy of individuals?
- How public are your display boards?
- What is the purpose and audience of video's and DVD's you have created?
- Are all of your images and media securely stored at your school?
- Images on websites, and other publicity can become public and outside your control
- Any implications of using images offsite
- The press are exempt from the Data Protection Act, if you invite them to your premises or event, you need to obtain prior consent from parents of children involved
- Including images from different ethnic groups and those of disabled children
- Check out any copyright implications

The Information Commissioner's Office guidance advises that photographs taken for personal use e.g. by parents at special events, at an education setting are not covered by the Data Protection Act.



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Appendix 2

Female Genital Mutilation Policy

Introduction

Springfield Primary School has robust and rigorous safeguarding procedures and takes its responsibilities of child protection seriously.

This appendix describes Springfield's approach to safeguarding children from Female Genital Mutilation that is an addition to any specified in the local authority's Child Protection policy.

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding policy.

At Springfield Primary School Safeguarding is everybody's responsibility and it is the expectation that all Governors and staff adhere to and follow safeguarding policies.

Definition

The school uses the World Health Organisation definition "Female Genital Mutilation. (FGM) It comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." (World Health Organisation – 1997)

Guidance

The UK Government has issued advice and guidance of FGM that states: "FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women."

In all circumstances where FGM is practiced on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health.

The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child. Girls are at particular risk of FGM during school summer holidays. This is the time when many families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans.

However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

As of January 2013 Ofsted, included FGM in their "Inspecting Safeguarding" briefing for Inspectors Annex 4 contains questions and information about FGM for inspectors.

Below are excerpts from this document:

"...Designated senior staff for child protection in schools should be aware of the guidance that is available in respect of FGM, and should be vigilant to the risk of it being practiced. Inspectors should also be alert to this when considering a school's safeguarding arrangements, and where appropriate ask questions of the designated staff.



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Key questions could include:

- Are designated senior leads for child protection up to date with the surrounding issues FGM and have they ensured that staff in school are aware of the potential risks?
- How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it?
- Has the school taken timely and appropriate action in respect of concerns about particular children?"

In light of the above Springfield Primary School has implemented the following procedures.

Procedures

Springfield Primary School has decided to take proactive action to protect and prevent our female pupils being forced to undertake FGM. The following steps are being taken:

1. Implementing a robust attendance policy that does not authorise holidays, extended or otherwise.
2. Providing FGM training for Child Protection leads and disseminated training for all staff dealing with children.
3. Holding FGM discussions with parents of children from practicing communities who are at risk; and
4. Providing PSHE and Sex and Relationship Education with a discussion about FGM with Year 6 girls.

Indicators of FGM

In order to protect our children, it is important that key information is known by all of the school community.

Indicators that a child is at risk of FGM or has been subjected to FGM:

- Prolonged absence from school with noticeable behavior change – especially after returning from holiday;
- Spending long periods of time away from the class during the day.
- The family comes from a community that is known to practice FGM – especially if there are elderly women present;
- In conversation a child may talk about FGM;
- A child may express anxiety about a special ceremony
- The child may talk or have anxieties about forthcoming holidays to their country of origin;
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.

A child who has undergone FGM will be seen as a child protection issue and appropriate referrals will be made.

If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to other agencies as appropriate.



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Actions

If you have concerns that a child is at risk then you may ask the child and their family to tell you about their holiday. Sensitively and informally ask about their planned holiday, asking questions such as:

- Who is going on the holiday with the child?
- How long they plan to go for and is a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM including Sunna is illegal in the UK even if performed abroad?

If you suspect that a child is a victim of FGM you may ask the child:

- Your family is originally from a country where girls or women are circumcised – do you think you have gone through this?
- Has anything been done to you down there or on your bottom?
- Do you want to talk to someone who will understand you better?
- Would you like support in contacting other agencies for support, help or advice?
These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently.

Staff should not:

- Examine a student (unless part of their normal personal care, e.g. nappy-changing, disability care etc.)
- Treat such concerns as a 'domestic' issue
- Ignore what the student has told them or dismiss the need for immediate protection
- Decide that it is not their responsibility to follow up the allegation
- Discuss their concerns with the student's family or community, in advance of any enquiries by the police, adult or children's social care

Using this guidance is at the discretion of the Headteacher.

All interventions should be accurately recorded.

The Headteacher will seek advice about making referrals to other agencies.

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Appendix 3

Preventing Extremism & Radicalisation

The 'Prevent' duty:

Children & young people are vulnerable to extremist ideology & radicalisation & should be protected as part of an education settings' safeguarding approach.

Extremism: vocal or active opposition to democratic values, law, individual liberty, respect & tolerance.

Radicalisation: the process of supporting terrorism & extremist ideologies

Terrorism: action that endangers or causes serious violence, damage or interference to a person, property, or electronic system, to influence the government or intimidate the public, in order to advance a political, religious or ideological cause.

The Prevent programme must not involve:

- covert activity against people or communities
- unnecessary intrusion into family life
- Overriding your legal duties of ensuring freedom of speech within legal boundaries

Be careful that you do not stereotype – any group or community can be drawn to extremist ideas & put a child or young person at risk.

Factors making students vulnerable include:

- Pressure from peers & others or the internet
- Crime against them or involvement in crime
- Anti-social behaviour and bullying
- Family tensions
- Race or hate crime
- Lack of self-esteem or identity
- Personal or political grievances **Signs to look out for include:**

- Isolation
- Fixation on an ideology/belief/subject
- Sense of injustice/grievance
- Subjected to group influence/control
- Seeking identity/meaning/belonging
- 'Them' and 'us' perspective on situations
- Attitudes that justify offending etc.

If you think a student might be at risk:

- Inform your DSL/D immediately
- The DSL/D will assess the needs of the student & family & ensure:
 - they are supported in the setting & with a 'team around the family' meeting and Prevent concerns are raised with South Yorkshire Prevent Team immediately, **or:**



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- Risks of significant harm to child are raised immediately with the Sheffield Safeguarding Hub, tel. 0114 2734855 (Social Care will then discuss with SY Police reps in the Hub) **Education settings should ensure:**
- They are alert to behaviour which may indicate that a student needs help or protection
- They discuss & challenge ideas & 'risky' issues via the curriculum, debates, outside speakers, etc.
- They have clear procedures in place to assess & protect students at risk
- Students are safe from terrorist & extremist material when accessing the setting's internet
- They give a proportionate response to risk
- They work with all services, e.g., Youth Justice, Social Care, & Community Youth Teams, to ensure the welfare of students, staff & visitors **Training:**
- Designated Safeguarding Leads & Deputies must complete the Leadership [Prevent Briefing](#) via Learn Sheffield
- Other staff can complete the [e-learning on Prevent](#) or other appropriately sourced training

South Yorkshire Police Prevent Team:

Tel.: **0114 2523217** (8am–4pm) or via **101**

email: Prevent@southyorks.pnn.police.uk In an emergency call **999**

Public referrals via: <https://actearly.uk/contact/>

Useful resources:

- [The Prevent Duty, advice for schools & childcare providers, DfE June 2015](#)
- [Revised Prevent Duty Guidance, DfE April 21](#)
- [Prevent duty guidance: for further education institutions in England and Wales - GOV.UK](#)
- [Keeping Children Safe in Education, DfE 2022](#)
- [ACT campaign](#)
- [Educate Against Hate](#)
- [Terrorism Act 2000](#)
- [SCSP Child Protection & Safeguarding Procedures](#)

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Appendix 4 Abuse & Neglect

Definitions of Abuse and Neglect

From *Working Together 2023*. These are statutory definitions for England only.

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial context by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Extra-familial harm: Some children experience abuse and exploitation outside the home. This is often referred to as “extra-familial harm”. Harm can occur in a range of extra-familial contexts, including school and other educational settings, peer groups, or within community/public spaces, and/or online. Children may experience this type of harm from other children and/or from adults. Forms of extra-familial harm include exploitation by criminal and organised crime groups and individuals (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, teenage relationship abuse, and the influences of extremism which could lead to radicalisation. Children of all ages can experience extra-familial harm.

From *Working Together 2018* (not included in 2023 update):

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.

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

Sexual abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault

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by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

Extremism: Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

From Working Together 2018 amendments in 2020 (in addition to the information outlined above):

Contextual safeguarding

[Contextual safeguarding](#) was renamed in the guidance as 'assessment of risk outside the home' (p.25), and teenage relationship abuse has been added as an area of risk, however the primary content of this section has not changed.

Mental health concerns

The importance of mental health concerns for children has been emphasised throughout the revised document. Mental health has been added to physical health (p.7 & p.14) and the significance of mental health concerns about a child has been linked to abuse, neglect or exploitation. While aimed at school staff, the advice to refer concerns about a child's mental health to children's services while not making mental health diagnoses (p.18) is relevant to other roles.

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Domestic abuse

The impact of domestic abuse, including controlling or coercive behaviour, has been integrated throughout the revised guidance. Both domestic violence and controlling and coercive control have been added to the definitions (pp.110-111). The changes (p.14) state that practitioners need to develop their knowledge and skills in addressing the impact that domestic violence has upon children, both as witnesses and by being forced to collude in this.

Criminal exploitation

Criminal exploitation has been added to the areas of risk in which practitioners should be developing their skills and knowledge to address (p.14). The [National Working Group](#) has provided resources and training.

Information sharing

This information has been refined in response to the [Data Protection Act 2018](#) and General Data Protection Regulation ([GDPR](#)). This includes guidance about appropriate information sharing of safeguarding and child protection concerns. This includes the explicit statement that data protection legislation does not prevent the sharing of information to keep a child safe and that consent is not required when sharing information for safeguarding and protecting the welfare of a child (p.19).

In making decisions about appropriate information sharing, the guidance recommends using GDPR [lawful bases](#) for sharing, i.e. [legal obligation](#) (the exercise of official authority) or [public task](#) (a task performed in the public interest). Further information about this is available in the new appendices (Appendix B) and includes a useful myth-busting guide to information sharing (p.21).

It is also stated (p.15) that, while encouraged, the agreement of the child and parents is not required to share information, although it is important to explain the reasons for this.

Homelessness duty

The Homelessness duty has been added to this guidance (p.23) in relation to local authorities' duties to intervene at an earlier stage in homelessness. Full information is found in the [Homelessness Code of Guidance](#).

From Keeping Children Safe in Education 2023:

Child-on-child abuse: Children can abuse other children (often referred to as child-on-child abuse). Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence (such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party



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- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).