Safeguarding and Child Protection Policy

Date: September 2023

Date ratified:	September 2023
Author/Reviewer:	S Ahmed
Date for Review:	September 2024

DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this Policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.

First Issue	September 2023
Originator	S Ahmed
Linked Policies	- Safeguarding and Child Protection Policy - Attendance Policy - Behaviour Policy - Anti-Bullying Policy
Target Audience	School Staff, parents, governors
Dissemination via	School website, highlight to parents and staff

Version	Date	Reviewer	Changes

Contents

Safeguarding Team at Nether Edge Primary

Headteacher and Designated Safeguarding Lead (DSL): Michele Nott
Responsible for implementing policies and procedures to promote children`s welfare, addressing staff safeguarding concerns and allocating resources to the safeguarding team. Also responsible for overseeing the work of the DSL, dealing with safeguarding issues, providing advice and support to children, families and staff and liaising with the local authority and other agencies.

Assistant Headteacher and Designated Safeguarding Lead (DSL): Sara Ahmed
Responsible for implementing policies and procedures to promote children`s welfare, consulting with the Headteacher and keeping her informed of all concerns, addressing staff safeguarding concerns and allocating resources to the safeguarding team. Also responsible for dealing with safeguarding issues, providing advice and support to children, families and staff and liaising with the local authority and other agencies.

Designated Safeguarding Deputies (DSD): Sajida Afzal, Anne Robson, Dora Poulton and Harriet Stevenson
Assisting the DSL with safeguarding issues, providing advice and support to other staff, liaising with the local authority and other agencies. Also responsible for offering support and advice to children and families.

On-line Safety Officer: Sara Ahmed
Develops and maintains an on-line safe culture within the school.

Child Sexual Exploitation Lead: Sara Ahmed
Develops and maintains policies & staff awareness of CSE including sexual violence and sexual harassment.

Prevent Single Point of Contact (SPOC): Sara Ahmed
Leads within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

SENDCo: Harriet Stevenson
Provides advice and support for staff and other agencies working with children with special educational needs and their families.

Designated Teacher for CLA: Sara Ahmed
Promotes the welfare and educational achievement of children who are 'looked after'.

Chair of Governors and Safeguarding Governor: Rhona Dodds and Trudi Eldridge
Review the safeguarding policies and procedures and remedy any deficiencies in regard to child protection arrangements.

Rationale:

"Safeguarding and promoting the welfare of children is everyone`s responsibility. Everyone who comes into contact with children and their families has a role to play…. School staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children`s welfare and prevent concerns from escalating. All staff have a responsibility to provide a safe environment in which children can learn. " (*Keeping children safe in education 2023*)

Safeguarding and Child Protection Policy Statement:

The aim of this policy is to safeguard and promote our children's welfare, safety, health and guidance. The children's welfare is of paramount importance. Our school fully recognises the contribution it can make to protect and support children by fostering an honest, open, caring and supportive climate.

There are 3 main elements to our Safeguarding and Child Protection Policy:

Prevention:
creating a positive ethos and culture where teaching and pastoral support systems are in place and Safeguarding is seen as the responsibility of everyone.

Protection:
following agreed procedures, ensuring staff are properly recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.

Support:
support for children and school staff and children who may have been abused.

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

School Commitment:

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.

Our school will therefore:
- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include activities and opportunities for PSHE/RSE in the curriculum which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure all staff and governors have up-to-date and regular safeguarding and child protection training.
- Create a culture of safe recruitment which includes the adoption of recruitment procedures that help to deter, reject or identify people who may pose a risk to the safety of children and young people.

Framework:

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion. Child protection is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Nether Edge Primary and the local Safeguarding Children Board.

Definition of Safeguarding:

Nether Edge Primary adopts the definition used in the Children Act 2004 and in 'Working together to safeguard children' 2018 and Keeping Children Safe in Education 2023. This can be summarised as:-

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

Safeguarding is more than protecting children from deliberate harm. It relates to a number of aspects of school life that include health and safety, the use of reasonable force, meeting the needs of children and staff with medical or additional needs, first aid, educational visits, intimate care, internet and on-line safety and school security. "Children" include everyone under the age of 18.

Safeguarding involves a range of issues which can include:
- Physical, sexual, emotional abuse
- Neglect
- Issues for young carers
- Signs of mental health problems
- Child-on-child abuse including sexual violence and sexual harassment between children
- Bullying (including cyber-bullying and prejudice-based and discriminatory bullying)
- Racist, disability and homophobic or transphobic abuse
- Protecting children from the risk of radicalisation or extremist behaviour
- Child sexual exploitation
- Sexting and non-consensual sharing of nudes and semi-nude images and/or videos
- Substance misuse
- Domestic abuse/ violence
- Issues specific to our local area and population e.g. anti-social behaviour, gang activity, youth violence
- Particular issues affecting children and young people including domestic violence, sexual exploitation, female genital mutilation and forced marriage.
- Being within the care system, are looked after or have been previously looked after or have a social worker
- Asylum seekers

Online safety:

Online safety is exceptionally important and will continue to receive a high priority in the school`s approach to safeguarding its pupils and staff, as it is often how issues such as CSE, CCE, radicalisation and bullying are facilitated. The school will protect and educate pupils and staff in their use of technology and will identify, intervene in, and escalate any concerns where appropriate.
There are four areas of risk:

- **Content** – being exposed to words or videos which may include illegal, inappropriate or harmful content eg pornography, fake news, racism, misogyny, self-harm, suicide, radicalisation and extremism.
- **Contact** – being subjected to harmful online interaction with other users eg peer-to-peer pressure or inappropriate commercial advertising. Contact also includes adults posing as children with the intention of grooming or exploiting a child or young person for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood, or even cause, harm eg Online bullying. Conduct also includes things like sharing or receiving nudes and semi-nude images and viewing or sending pornography.
- **Commerce** – risk from things such as online gambling, financial scams, inappropriate advertising and phishing. Children may be exposed to these risks directly. School will also consider how the risk from commerce applies to staff.

Online safety must be reflected in relevant policies and considered when planning training and parental engagement. Children do not use mobile phones during the school day and will ask staff if they wish to contact home by phone.

Online technology, risks and harms evolve quickly and change rapidly. There is at least an annual review of the school approach to online safety. Refresher or updated training is attended regularly by the DSL and DDSL and this information is distributed to staff through briefings or CPD sessions.

Parents are invited into school to discuss any concerns about their child, including concerns they have about their children accessing content online. Parent information sessions are held termly, covering the most common issues arising both in school and across the country. Information about specific apps or website is also shared more generally with parents.

Where there is an online safety concern about an individual, the appropriate action will be taken. This will always include a session with parents to share misconceptions about online usage, along with top tips and strategies to keep their child safe online.

Filtering and monitoring:

At Nether Edge Primary our school systems are filtered using Smoothwall systems and this is monitored closely by the DSL and Trust IT leaders. The Smoothwall system protects children online in the following ways:

- Blocking attempted searches for inappropriate content immediately

- Alerting DSL and Trust IT leaders of any attempted inappropriate content searches
- Blocking all pop ups and advertising
- Restricted accounts for pupil Chromebooks
- Sending daily reports of any breaches to the DSL and Trust IT leads.

Staff accounts are also monitored by Smoothwalll systems.

If remote learning is needed, guidance has been issued by the Trust for both staff and parents. The school has appropriate Smoothwall filters and the Trust IT Team monitor the use of computers in school, alerting the DSL/Online Safety Coordinator if there is any misuse of the systems.

Digital Safeguarding Tools

Furthermore, the Mercia Trust employs three main solutions for Digital Safeguarding.

Smoothwall Internet Filtering

- The internet filter inspects all websites and internet traffic. There is a separate internet filter at each school site. The Smoothwall devices inspect internet traffic only when staff and students are working on site with the exception of Chromebook devices which are also filtered by Smoothwall when working remotely.

Senso Screen Monitoring

- Senso monitors screens for inappropriate text and graphics. The senso system can work across all device types, both on school premises and working remotely and inspects anything on a student's or staff members screen.

AB Tutor Classroom Control

- AB Tutor is installed in key IT suites across the sites and is used by the teacher to look at the screens of the devices in that room. No active monitoring is done by the system. The teacher can take control and blank screens of student devices.

Reasonable force:

Reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm to breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' means using no more force than is needed. The use of force may involve either passive physical contact such as standing between pupils or blocking a pupil`s path or active physical contact such as leading a pupil by the arm out of the classroom.

The decision on whether or not to use reasonable force is down to the professional judgment of the staff concerned within the context of the law and depends on individual circumstances. Staff should always recognise the added vulnerability of children with special educational needs or disabilities, mental health or medical conditions.

Some children in school have an individualised positive handling plan, which outlines certain behaviours and triggers. Parents/carers are fully involved in the development of the plan and agree to the use of positive handling to keep their child and others safe. This pro-active behavioural support should reduce the need to use reasonable force.

More information can be found in the school Positive Handling policy.

Supporting Children and Young People at Risk:

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

Some children who have experienced abuse may, in turn, abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Children with behavioural difficulties, children with special educational needs and/or disabilities, children absent or missing from education and children who are looked after are most vulnerable to abuse. Staff who work with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse.

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

At Nether Edge we will endeavour to support children through:

- A school ethos, which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- A strong focus on child mental health and wellbeing throughout school, which encourages children to talk about their feelings and emotions.
- A well planned and inclusive curriculum, which encourages self-esteem and self-motivation.
- A strong behaviour policy which is consistently applied throughout school by all adults.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- A responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- A commitment to develop productive, supportive relationships with parents.
- Regular liaison with other professionals and agencies that support the children and their families.

This policy should be read and used in conjunction with other related policies in school. These include:

- Attendance Policy
- Behaviour Policy
- Positive Handling Policy
- Online safety Policy
- Whistle-blowing Policy
- Health and Safety Policy
- Intimate Care Policy

Training and Support:

All members of the safeguarding and leadership teams attend regular training relevant to their role. This includes at least annual training on Prevent, Online safety, Advanced refresher training, Harmful sexual behaviour training and any other sessions deemed appropriate.

All staff complete statutory basic safeguarding training every 3 years which includes online safety. It will also include training in procedures to follow, signs to note and appropriate record keeping.

Additionally all staff receive annual training by the DSL covering Keeping Children Safe in Education part one, include relevant updates for the academic year.

Safeguarding training is always available for any staff who would like additional support or deepen understanding about specific topis. Additionally, all new staff undertake a safeguarding induction which includes key updates and detailed safeguarding procedures.

staff are trained to recognise and respond to situations where a child may be considered to be at risk. Staff should understand the difference between a 'concern' and 'immediate danger or at risk of harm' ensuring appropriate action is taken.

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. Staff must make clear when talking to children that some issues relating to their safety cannot be kept confidential. All child protection/safeguarding issues should be dealt with in a confidential manner. The DSL and Headteacher will decide which members of staff, if any, need to be informed of the case. The only purpose of confidentiality in this respect is to benefit the child.

Information-sharing between statutory agencies is vital in identifying and tackling all forms of abuse and neglect and in promoting children`s welfare. The school stores and will share information for safeguarding purposes including information which is sensitive and personal, unless there is a risk of serious harm. Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Schools are urged to be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first arising or where a child is known to Social Care. If staff have a mental health concern that is also a safeguarding concern, they must follow the safeguarding procedures.

Records and Monitoring:

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. CPOMS (Child Protection On-line Monitoring System) must be used to record safeguarding concerns and to inform the safeguarding team.

When children leave our school, either mid-year or through end of phase transfer, all CPOMS files are sent electronically once requested by the receiving school. Requested CPOMS file transfers with only take place

once the DSL has confirmed they are in attendance at the setting. Any paper copies of files will be hand delivered or posted securely, again confirming the child is in attendance.

Although all information is recorded on CPOMS, all relevant paper documents are available in a locked cabinet to which only the core Safeguarding Team have access.

Recording Information:

When expressing a concern, or relaying an allegation, staff must enter a timed and dated report onto CPOMS or pass on to the DSL in person. Subsequent records should then include a clear and concise summary of concern, details of how the concern was followed up, note of actions taken, decisions reached and outcomes. This is done by the safeguarding team.

Attendance at Child Protection Conferences and core groups:

Nether Edge Primary follows the recommendations for good practice set out by the Sheffield Children's Safeguarding Partnership. This guidance expects schools to attend Child Protection Conferences, core groups and TAF meetings.

The DSL or the DDSL attend all conferences and core groups. When attendance is not possible, school will notify the social worker as soon as possible and send a report outlining what is working well and any issues which cause concern, before the meeting is held.

The Family Common Assessment Form (FCAF):

This form should be used when the Safeguarding Team consider that a child has needs that cannot be met solely by the services or resources within the Children & Young People's Directorate, and where, following an assessment of the situation, believe co-ordinated intervention is required to promote, safeguard, or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more co-ordinated approach is needed. This information then provides the basis for the completion of the FCAF. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the DSL.
This referral will be by telephone to the relevant team at the Sheffield Safeguarding Hub.

Safeguarding and Child Protection Roles and Responsibilities:

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children and to report any concerns to the safeguarding team. There are, however, key people within school who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

Sara Ahmed is responsible for the implementation of appropriate procedures. She also has deputies in Sajida

Afzal, Anne Robson, Dora Poulton and Harriet Stevenson.

Our Headteacher, Michele Nott, ensures that the safeguarding team have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

Procedures:

Where it is believed that a child is suffering from, or is at risk of, significant harm, staff will follow the procedures set out in the Sheffield Children's Safeguarding Partnership Procedures. Staff in school are ideally placed to notice changes in children's behaviour or to observe injuries, both of which could be indicators of abuse. As trusted adults, children may tell staff they are being abused. Sheffield LA has laid down guidelines to be followed in relation to child protection. It is important that all staff are familiar with them and follow them rigorously.

All staff working (including visiting staff) in Nether Edge Primary are required to:

- Read and understand part 1 and/or Annex A of the Department for Education's statutory safeguarding guidance, `Keeping Children Safe in Education 2023`, and review this guidance at least annually.
- Be aware of the school`s child protection and safeguarding policy and procedures, including referrals to statutory agencies. They must understand the role of the DSL and know how to deal with children absent or missing from education.
- Observe and comply with the staff code of conduct.
- Attend all relevant training and development provided by the school and be aware of all their responsibilities in line with Keeping Children Safe in Education 2023.
- Know how to deal with a pupil disclosure of abuse.
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputies, in line with the Child Protection Procedures and the legal duty for reporting FGM, as set out in this policy.
- Understand the school's procedures for low-level concerns and know what to do in the event of an allegation made against someone working with children.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child on child abuse as outlined in this policy.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Be aware of the early help process. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment.

The Governing Body will:
- Ensure that safeguarding and Child Protection are at the forefront and underpin all relevant aspects of process and policy development.
- Ensure there are appropriate policies and procedures in place including on the website in order for appropriate action to be taken in a timely manner for safeguarding and to promote children`s welfare. These will include the Safeguarding Policy, Behaviour Policy, Safer Recruitment, Staff Code of Conduct and procedures for children are absent or missing in education.

- Fulfil their strategic leadership responsibility for the school`s safeguarding arrangements.
- Have regard to the guidance in `Keeping children safe in education 2023,` ensuring policies and procedures and training are effective and comply with the law.
- Assess the impact of this policy in keeping children safe.
- Contribute any local, contextual information that may support children's safety and welfare.
- Appoint a nominated governor to liaise with the Head Teacher and Designated Safeguarding Lead (DSL) on Safeguarding issues.
- Receive and consider regular reports from the Head Teacher about the effectiveness of safeguarding and child protection at the school.
- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe.
- Review and annually approve the safeguarding policy, ensuring it complies with all law, regulation and good practice. They will also hold the headteacher to account for its implementation.
- Ensure all Governors read Keeping Children Safe in Education 2023.
- Receive any allegations made against the headteacher.

The Head Teacher will:
- Ensure that the policies and procedures adopted by the governing body are understood and followed by all staff.
- Ensure that whilst the activities of the Designated Safeguarding Lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the DSL who will be a senior member of staff in the leadership team.
- Meet regularly with the DSL.
- Ensure that the DSL has appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available.
- Ensure that the DSL is supported in developing knowledge and skills to encourage a culture of listening to children and that all staff take account of their wishes and feelings and consider how to build trusted relationships with children which facilitate communication.
- Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures.
- Attend advanced training through the Local Authority.
- Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns, and can make appropriate referrals, including to early help services.
- Be alert to the signs of harm and abuse and specific safeguarding issues including but not limited to: Child Sexual Exploitation (CSE); Child Criminal Exploitation including County Lines activity; serious violent crime including violent sexual offences; child on child abuse, FGM, and radicalisation. Child on child abuse can manifest itself in many ways but often in bullying (including cyber bullying and discriminatory bullying) gender based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child on child abuse.
- Appoint a designated teacher to promote the educational achievement and welfare of students who are looked after and to ensure that this person has appropriate training.
- Communicate clearly to school staff, visitors, parents, and pupils so that everyone understands the school's safeguarding policy and procedures.
- Appoint a DSL and DSDs giving consideration to the range of responsibilities the DSL undertakes, e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.

- Ensure that contact and role details of the DSL and DSDs are clearly displayed in staff online areas and the website (along with this policy).
- Report to the Governing Body regularly regarding the effectiveness of safeguarding and implementation of related policies.
- Ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure all appropriate checks are made in relation to all staff, volunteers, visitors and school governors.
- Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff at the school.

The Designated Safeguarding Lead is responsible for:
- Taking lead responsibility for safeguarding and Child Protection in the school, including online safety.
- Taking a lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and Child Protection issues that children in need are experiencing, or have experienced and identifying the impact that these issues might be having on children`s attendance, engagement and achievement at school.
- Being available for all staff to discuss any safeguarding issues or concerns.
- Ensuring all staff are aware of the DSL and deputy contact details.
- Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the early help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher appraised.
- Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
- Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- Attending accredited, enhanced training each year, as required to fulfil the role.
- Ensuring that appropriate training for staff (including periodic updates via briefings, email, or as part of staff meetings) is organised according to the agreed programme with the Head Teacher and renewed through ongoing professional development.
- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring that effective communication and liaison takes place between the school and the Local Authority or partner agencies, and any other relevant agencies, where there is a Safeguarding concern in relation to a student.
- Ensuring that all staff understand child abuse, neglect, and child on child abuse (including sexual violence and sexual harassment, Child Criminal Exploitation, FGM, and Prevent) and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND).
- Maintaining details of any looked after child's social worker and the name of the Virtual School Head in the Local Authority that looks after the child.
- Dealing with allegations of abuse, including assessments for early help, in accordance with local and statutory procedures.
- Supporting key staff in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.

- Liaising with the Governing Body's nominated governor for safeguarding.
- Ensuring relevant records are passed on appropriately when pupils transfer to other schools, or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the school and ensures liaison to support the welfare and safety of the child.
- Undertaking the Sheffield Children Safeguarding Partnership (SCSP) annual safeguarding audit.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support key staff who make such referrals directly.
- Contributing and helping other staff to contribute to early help assessments.
- Meeting regularly with the Head Teacher to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each staff and/or Senior Leadership Team (SLT) meeting.
- Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the school and meet the needs identified in the pupil's personal education plan.

Responding to Suspicion or Allegation of Abuse:

(Definitions of types of abuse and signs that may indicate a child is being abused are listed at the end of this document)
The school has clear procedures to respond to two situations:

- Suspicion of abuse
- Allegation of abuse

In both situations it is vital to make a detailed record, including the child`s name, class and any relevant dates and times, any other people who were present when the allegation was made, the actions taken, anything which staff were told and so on. The record should be factual, dated and should include the time at which it was written.

Suspicion of Abuse:

Staff may develop a concern that a child may be suffering, or is likely to suffer, harm. S/he may exhibit some of the signs listed, or her/his behaviour may change with no satisfactory explanation. Staff must **always** share any concerns on CPOMS and with a member of the safeguarding team, who will discuss the appropriate course of action.

Allegation of Abuse:

If a child tells a member of staff that s/he is suffering significant harm or explains that a physical injury has been caused by someone else, this is an allegation of abuse. Any allegation will need to be investigated by the appropriate safeguarding authority and/or the Police.

What to do – Guidance for staff:
- Take the child seriously. It is rare for children to make false accusations, particularly of sexual abuse.

- Make time straight away for the child to talk to you in private. If this presents difficulties over cover for a class, inform the DSL or any member of SLT.
- When talking with the child - Stay calm and reassuring
- Explain that you cannot promise to keep what the child tells you a secret
- Tell the child you might need to get someone else to help
- Allow the child time and space to talk
- Listen to, and take seriously, what the child tells you
- Tell them that whatever the circumstances, they are not to blame
- Do not interrogate the child, but check, in a non-leading way, that you are understanding what they are trying to tell you
- Reassure the child that they have done the right thing in telling someone
- Ask the child if they have told anyone else
- Do not make any promises to the child
- Inform a member of the safeguarding team or the Headteacher.
- As soon as possible afterwards, record the details of the incident on CPOMS.
- As the person the child has entrusted in disclosing information it may be appropriate for you to continue to support the child, for example by being involved with any case conference that may follow. You will be kept informed as to the outcome of any disclosure.
- **Confidentiality is vital**. The DSL and Headteacher will decide which other staff, if any, need to know of the case.
- Do not contact anyone with parental responsibility until agreed by the investigating agency.
- Any member of staff can, in line with the 'Whistle-blowing Policy', contact the Local Authority Designated Officer (LADO) via the Sheffield safeguarding hub.

Procedures for DSL and safeguarding team:

Where a member of staff relays a suspicion that a child may be at risk:
- Establish clearly with the member of staff the identity of the child concerned. Record the name, form, address and date of birth of the child, where they are, who is with them and how they are.
- Ensure that there is a timed and dated record of any concerns from the member of staff. This should be passed to the DSL for inclusion on CPOMS and in the Child Protection file.

If the child is already known to have a child protection plan or child in need plan:
If the child has a plan, then school should be aware of their current situation (e.g. who their key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker, via Social Care or do nothing other than reassure the teacher that school is aware that there is some basis to their concerns and that support is being offered to the child.

If the child does not have a plan:
The Safeguarding Team will use their professional judgement in deciding on a course of action. Depending on the nature of the concern they may:
- Manage support for the child internally via the school`s pastoral support processes
- Undertake an Early Help assessment or
- Make a referral to statutory services eg if the child is likely to suffer harm
- Seek advice from the Safeguarding Hub (2734855) – this is the usual avenue to check the school response
- They will keep a record of all contacts with external agencies.

- Whether or not the DSL/DSD decide to make a referral, they will see the teacher concerned, inform them of what is happening and reassure them that they did the right thing in relaying and recording their concerns.

When a child alleges abuse, any allegation made will need to be investigated by one of the statutory agencies:
Ensure that a trusted adult stays with the child. If this presents any difficulty over cover, inform any member of SLT.

In the case of physical abuse injury, a first aider along with a member of the safeguarding team should see the child. If there is any evidence of bruising then make a sketch jointly with the first aider, being specific about location and size. This should be away from the child.

NB: involvement of a first aider must be done discreetly. Too much questioning of the child could prejudice any possible court case.

Making a referral:

A member of the safeguarding team will take responsibility for the referral. Before a referral is made, the following information must be obtained:
- Details of the child- name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility
- Details of the concern - description of injuries/circumstances which are causing concern
- Details of any explanation or comment from the child
- Condition, location and expectations of the child
- Information given to parents/carer, if any
- Any background information
- If the child has a plan, then the member of the safeguarding team will contact the appropriate key worker.
- If the child does not have a plan, a referral must be made to the Sheffield safeguarding hub (2734855)

Following a referral, we will act on the advice of the Social Care Team. If the safeguarding team are concerned about any response, or lack of response, from Social Care, a member of the safeguarding team will contact the Safeguarding Hub and refer to the Resolution of Practitioner Disagreements as set out by Sheffield Safeguarding Children Board.

If there are concerns about a colleague or safeguarding practice:
Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's **whistleblowing Policy** (which can be found on the school website) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

If you are concerned about safeguarding practices within school you must raise your concern through whistleblowing procedure.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher.

Allegations against staff:

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and **a consultation with the Local Authority Designated Officer (LADO) will happen if staff have**:

- **Behaved in a way which has harmed, or may have harmed a child.**
- **Possibly committed a criminal offence against or related to a child.**
- **Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.**

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the CEO/Chair of Governors. Staff may also report their concerns directly to Police or Designated Officer if they believe direct reporting is necessary to secure action. Allegations must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Headteacher. Allegations must be investigated under the procedures as set in the DFE statutory guidance 'Keeping children safe in education' 2023.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of ill mental health and a referral to services such as CAMHS (Child and Adolescent Mental Health) may be required. This would be done through early help.

Low-level concerns:

Low-level concerns will be noted. This is a concern which, no matter how small, is causing a sense of unease or nagging doubt for staff, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work but does not meet the allegations threshold to consider a referral to the LADO. For example,
- being over-friendly with children
- having favourites
- taking photos of children on their mobile phone
- engaging with a child on a 1-1 basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

School will work to ensure that staff are clear about inappropriate behaviour, empowering staff to share any low-level safeguarding concerns with the safeguarding team. Unprofessional behaviour will be addressed and the individual supported to correct it at an early stage. School will seek to provide a response which is sensitive and proportionate when handling such concerns, helping staff to identify any weaknesses in the school`s safeguarding procedures.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and every allegation must be pursued. However staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children/staff are protected. Staff will

be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2023)*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. The school will communicate this to all parties.

The employer and the LADO will plan the best course of action to investigate the allegation and decide which other parties to involve where appropriate, e.g. Police, HR, etc.

The purpose of these procedures is to:
- Improve consistency of reporting and investigation across all agencies
- Enable long term recording of allegations and outcomes for the benefit of the child, young person and adults involved
- Enable the Advisory Service to monitor allegations and determine if there are general issues to address

Nether Edge Primary follows the statutory guidance as set out in 'Keeping children safe in education' DFE 2023.

What to do if you suspect a child is at risk
A summary

- If you think a child is at risk of harm or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately.
- If you think an adult may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately.
- If you think a member of staff may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made you must inform the Headteacher immediately.
- Record all concerns or disclosures on CPOMS even if you have informed a member of the safeguarding team.
- Refer to the "What to do" section above.

Appendices:

- Early help
- Indicators of abuse
- Types of abuse and neglect – physical, emotional, sexual, neglect.
- Further information on other safeguarding risks:
    a) Child-on-child abuse
    b) Child-on-child sexual violence and sexual harassment
    c) Bullying
    d) Children showing sexually harmful behaviour (HSB)
    e) Female Genital Mutilation
    f) Forced Marriage
    g) Child Criminal Exploitation including County Lines
    h) Child Sexual Exploitation
    i) Domestic abuse
    j) Extremism, radicalisation – the Prevent strategy and Channel
    k) Looked-After Children
    l) Children Absent or Missing from Education
    m) Private Fostering
    n) Children with Special Educational Needs and Disabilities
    o) Children with a Social Worker
- Health and Safety including visitors
- Safer Recruitment at Nether Edge Primary
- Resolution of Practitioner Disagreements (SSCB Guidance)
- Helping children to keep themselves safe: outline of the RSHE Curriculum that supports safeguarding children at Nether Edge Primary
- Further Guidance:

1. Early Help:

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.
All staff are equipped to identify children who may benefit from early help and are trained to spot the signs and indicators that can make children vulnerable.

At Nether Edge Primary all staff support pupils and appropriate intervention is administered by the Designated Safeguarding Lead. As part of this support, referrals to appropriate agencies may be necessary. These may include Family Intervention Service (FIS), Community Youth Teams (CYT) and/or the school nurse service.

Early help will include a meeting in school with a FIS link worker who will offer advice and support and signpost parents to appropriate help.

2. Indicators of abuse:
Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The

identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. However, children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

A child who is being abused or neglected may:
- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL decide how to proceed. Mental-health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

It is very important that staff report and record their concerns – they do not need 'absolute proof' that the child is at risk.

Staff should always maintain an attitude of `it can happen here` where safeguarding is concerned.

3. **Types of abuse and neglect:**

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. They may be abused by an adult or adults or another child or children.

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 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 to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

4. Further information on other safeguarding risks:

a) Child-on-child abuse:
All staff will be made aware that children can abuse other children. This will always be taken seriously, acted upon and not dismissed as 'banter' or 'part of growing up'. It will be made clear that there is a zero-tolerance approach to abuse. These issues will be included in PSHE sessions and discussions. Victims will be supported through the school`s wellbeing team and incidents recorded on CPOMS and the wellbeing log where appropriate.

Child-on-child abuse is most likely to include, but may not be limited to:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Physical abuse such as hitting, biting, kicking, shaking, hair-pulling, or causing physical harm.
- Sexual violence, such as rape, assault by penetration, and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Upskirting, which is a criminal offence in its own right under the Voyeurism (Offences) Act 2019. Upskirting occurs when someone takes a picture under a person's clothing, with or without underwear, without them knowing or without permission, with the intention of viewing their

genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress, or alarm. It is a common aspect of child-on-child abuse and can happen to any gender.

- Initiation/hazing type violence and rituals
- Sexting (also known as youth produced sexual imagery). This includes consensual or non-consensual sharing of nude and semi-nude images or videos. When investigating incidents, staff must remember not to view or forward illegal images of a child. More advice can be obtained from `Keeping children safe in education 2023` Usually, staff should confiscate any devices to preserve evidence for handing to the police and not promise confidentiality. Consensual image-sharing, especially between older children of the same age, may require a different response. It might not be abusive but children need to know it is illegal, whilst non-consensual is both illegal and abusive.
- Causing someone to engage in sexual activity without consent e.g., forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party.

b) **Child-on-child sexual violence and sexual harassment:**
   Sexual violence includes:
- Rape – the intentional penetration of the vagina, anus or mouth of another person with the penis when the person does not consent and the person committing the offence does not reasonably believe that there has been consent.
- Assault by penetration – s/he intentionally penetrates the vagina or anus with a part of the body or something else without consent.
- Sexual assault – intentionally touching another person sexually without consent. This covers a wide range of behaviour so a single act of kissing someone without consent or touching someone`s bottom, breasts, genitalia without consent is included.
- Causing someone to engage in sexual activity without consent.

NB A child under 13 can never consent to any sexual activity. The age of consent is 16.

Sexual harassment includes:

- Sexual comments – telling sexual stories, making lewd comments, sexual remarks about clothes, appearance and calling sexualised names
- Sexual jokes, taunting
- Physical behaviour – brushing against, interfering with clothes, displaying pictures, photos or drawings of a sexual nature
- On-line sexual harassment – sharing of nudes, semi-nude images, videos
- Upskirting
- Sexualised on-line bullying
- Unwanted sexual comments and messages on social media
- Sexual exploitation, threats and coercion

Sexual violence and harassment can occur between two children of any age and sex. A group of children can sexually assault or sexually harass a single child or group of children. This can occur on-line or face-to-face and is never acceptable. It can take place within intimate personal relationships between peers. As already noted, all staff need to maintain the attitude that `it could happen here`. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All victims will be reassured that they are being taken seriously and will be supported. Children will be

supported to report abuse, knowing concerns will be treated seriously, including abuse that occurs on-line or outside the school. If staff have any concerns, these must be reported immediately. Whenever possible, two members of staff will be present when there are discussions with the child.

When reporting sexual violence, the DSL should make an immediate risk and needs assessment, considering the victim, the alleged perpetrator and other children. These assessments should be recorded and reviewed and adequate measures must be taken to keep all safe.

The following must be considered:
- the wishes of the victim, of how they want to proceed but this must be balanced with the school`s duty and responsibilities to protect other children.
- the nature of the incident, whether a crime has been committed and HSB displayed.
- The ages of the children
- The developmental stages of the children
- Any power in-balances between them
- A one-off or sustained pattern of abuse
- Any on-going risks to the victim, school or staff
- Any other issues e.g. child sexual exploitation, child criminal exploitation

In nearly every case, advice will be sought from the Sheffield Safeguarding Hub, in the first instance. (2734855). The school will aim to act in the best interests of the child. It will look to support and protect all involved but also take a zero-tolerance approach. Plans would be needed around the proximity of the children. Often, alleged perpetrators should be removed from classes shared with the victim and arrangements made for them to be kept apart.

The outcomes for incidents of sexual violence or harassment could be:

- Manage internally with pastoral support
- Early Help referral – to address non-violent HSB and prevent escalation of incidents.
- Referrals to Social Care via the Sheffield Safeguarding Hub where a child has been harmed, is at risk of harm or in immediate danger. School would work with Social Care, seek advice about any discussions with parents. Consideration of safeguarding the victim, alleged perpetrator and others involved would start immediately. If a decision is made not to intervene statutorily, school would refer again if they believed the child was in immediate danger or at risk of harm. School will report to the Police if there is a report of rape, assault by penetration or serious sexual assault, although the age of criminal responsibility is 10. If bail was granted during an investigation, school would manage the risks including the rights of an unconvicted person. However, if the investigation was into rape, assault by penetration or serious sexual assault, it would be important to keep the children apart even during transport to and from school. If a child is convicted and receives a caution, risk assessments would have to be updated, ensuring that all are protected. There would be clear expectations and restrictions placed around the perpetrator and the protection of all from bullying/ harassment including online and if no further action is taken. If an allegation was malicious, there would be decisions taken about support needed and if disciplinary action was needed.
- The needs and protection of the victim remain paramount. A priority would be to make the victim's daily experiences as normal as possible so that the school is a safe place for them.
- Consider the proportionality of the response, when looking for support.
- Sexual assault can bring different health needs – physical, mental, sexual health, unwanted

pregnancy. School would liaise with specialist services. e.g. CAMHS.
- Ongoing support for the victim would be needed from a trusted adult
- The victim may need space to withdraw to at times
- The school would support the victim to remain in school if possible but they may look to move elsewhere at the request of the victim and their family. This would need liaison with the new placement.
- It is important that a clear record of actions and reasons are kept.
- Advice about safeguarding and supporting the alleged perpetrator is to be found in '*Sexual Violence and Sexual Harassment between children at schools and colleges 2021*.'
- Schools need to take disciplinary action and also provide appropriate support. The perpetrator may have unmet needs and also potentially pose a risk of harm to others. There may be symptoms of previous abuse. Advice would be sought from the Hub and other agencies. Support would be needed to stop them child re-offending and assess the underlying trauma that may be causing the behaviours. If the perpetrator were to move schools, again there would be a need for careful liaison between the schools.

c) Bullying

- Bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.
- All staff should understand the importance of challenging inappropriate behaviours between peers. Downplaying behaviours as 'banter' or 'growing up' can lead to a culture of unacceptable behaviours and a culture that normalises abuse and so children not reporting it.
- All incidences of bullying, including cyber-bullying, prejudice-based and discriminatory bullying will be recorded and reported and will be managed through our behaviour, bullying and wellbeing procedures. Bullying is addressed at regular intervals in PSHE sessions, including phases assemblies. If the bullying is particularly serious, or the bullying and wellbeing procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.
- Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed.
- There may be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

d) Children with sexually harmful behaviour (HSB)

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

e) **Female Genital Mutilation**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. All staff should speak to the DSL/DSD with any concerns but there is a specific legal duty on staff that, if they discover an act of FGM appears to have been carried out on a girl under the age of 18, the staff member must report this to the police.

The 'One Chance' rule

As with Forced Marriage, there is the 'One Chance' rule regarding FGM. This refers to staff potentially only having one chance to speak to a potential victim and thus may only have one chance to save a life. It is essential that the school takes action without delay.

f) **Forced Marriage**

Arranged marriages are those that are arranged by families of the two individuals concerned. The marriage is solemnised with the freely given consent of the individuals and all parties.

In **forced marriages** one or both parties do not consent to the marriage and some element of duress is involved, that is either emotional or physical in nature. It may have been agreed when the child was very young. 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. Concerns around forced marriages must be reported to Sheffield Safeguarding Hub on 0114 273 4855.

g) **Child Criminal Exploitation including County Lines**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Children are increasingly being targeted and recruited online, using social media. Gangs can manufacture drug debts or threaten serious violence or kidnap to the victims or their families.

Staff should make themselves aware of issues surrounding County Lines.

How do you know if County Lines drug dealing is happening in your area?

Some signs to look out for include:
- An increase in visitors and cars to a house or flat.
- New faces appearing at the house or flat.
- New and regularly changing residents (e.g. different accents compared to local accent).
- Change in resident's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional).
- Substance misuse and/or drug paraphernalia.
- Changes in the way young people dress.
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc).
- Residents or young people going missing, potentially for long periods of time.
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with the community or where they are.
- Truancy, exclusion, and disengagement from school.
- An increase in anti-social behaviour in the community.
- Unexplained injuries.

All staff should be aware of the associated risks and understand the measures in place to manage these. All staff at Nether Edge Primary are made aware of the indicators that may signal children are at risk from, or are involved with, serious violent crime.

Signs may include:
- Increased absence.
- Change in friendships.
- New relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm.
- Significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

These could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Indicators of CCE can include a child:
- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Not taking part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the

police, if appropriate.

h) Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people, under the age of 18, receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

These are the common signs in identifying children who may be the victims of sexual exploitation:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions or miscarriages
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, a mobile phone etc) or expensive habits (alcohol, drugs etc)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern e.g. brothels
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in or out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people or anti-social groups or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual etc)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders,
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

i) Domestic Abuse

Domestic violence and abuse refer to any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. Domestic abuse can be psychological, physical, sexual, financial or emotional. It can also encompass a wide range of behaviours and may be a single incident or a pattern or incidents. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (KCSiE 2023)

Operation Encompass

This Sheffield initiative helps police and schools work together to provide emotional and practical help to children who may have witnessed domestic abuse. When the police are called to an incident of domestic abuse, where there are children registered as living at the address, the police will inform the key adult (usually the DSL) before the child or children arrive at school the following day. This ensures that the school has up to date and relevant information about the child's circumstances and can enable support to be given if required. The DSL will endeavour to alert relevant pastoral support staff as soon as possible where this is appropriate. Nether Edge school is part of the Operation Compass initiative.

j) Prevent Strategy (Protecting children from the risk of radicalisation or extremist behaviour)

From 1 July 2015 all schools have been subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:
- risk assessment
- working in partnership
- staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. The Prevent duty builds on existing local partnership arrangements.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and according to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, school should ensure that the DSL undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering and monitoring is in place. School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a multi-agency panel which focuses on providing support at an early stage to people who are vulnerable to being drawn into terrorism.

k) Children Looked-After (CLA):

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements including contact with parents. The DSL has details of the child's social worker as well as the name and contact details of the local authority's virtual head for children in care. The DSL will work with the virtual head to discuss how funding can be best used to support the progress of Looked After children and meet the needs in their PEP (Personal Education Plan). Children who were Looked After previously are also monitored.

Liaison with the Virtual Head:

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority.

The school's Designated Teacher for looked after children, Sara Ahmed, will work with the virtual school head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the child's personal education plan.

l) Children Absent or Missing from Education:

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual or criminal exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM, forced marriage, child abduction and CSE.

All pupils will be placed on admission and attendance registers as required by law. The school will only remove a child from the admission register when authorised by the local authority and only after following local authority guidelines. The school will inform the local authority of any pupil who fails to attend for a continuous period in line with local Sheffield procedures. The Children Missing from Education Team can be contacted on 0114 273 6462.

If a parent/carer has stated their intention to educate at home, schools and other professionals should coordinate a meeting with parents/carers to ensure that they have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or disabilities, is vulnerable or has a Social Worker.

m) Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Should staff become aware of a Private Fostering arrangement they will inform the DSL who will consult with the family and if appropriate will inform Social Care.

It is a statutory duty for the school to inform the Local Authority when it is made aware of a child or young person being subject to private fostering arrangements.

n) Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded. The SENCO is part of the Safeguarding Team at the school.

o) Pupils with a Social Worker

The school recognises that children with social workers can need extra support. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where the school is aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare, and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

Enquiries are made under section 47 of the Children Act 1989 if there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

p) Health and Safety including visitors:

The Headteacher will ensure that there is a robust, up to date Health and Safety Policy and Procedure to meet the statutory responsibility for the safety of students and staff at the school. The Headteacher will identify and manage health and safety through the use of risk assessments, which are carried out:

- On an annual basis for the school learning spaces and environment in and outdoors.
- For all school trips and educational visits.
- For pupils travelling between locations during the school day.
- For all work-based learning on work experience placements.
- When a pupil returns following an exclusion due to risky or violent behaviour.
- When there are any changes to the premises or practices.
- Following a serious accident in relation to staff and/or pupils.
- When there is a high-level risk associated with contact with parents.
- To maintain effective security of the premises including protection from intruders, trespassers, and/or criminal damage.

Visitors and contractors will be expected to:

- Report to the school reception on arrival.
- Provide proof of identity and DBS as required
- Wear a name badge at all times.
- Receive suitable supervision by school staff when on site.
- Be made aware of the arrangements for safeguarding and health and safety.
- Comply with the relevant vetting checks specified through the school's recruitment process.

q) **Supervision of activity with children which is regulated activity when unsupervised:**

The school must consider if a worker is undertaking regulated activity but are not permitted to do so, without supervision. There must be supervision by a person who is in regulated activity. The supervision must be regular and day-to-day. The supervision must be reasonable in all the circumstances to ensure the protection of children.

School will consider:
- The ages of the children and if they are in mixed-age groups
- The number of children the person is working with
- Whether the workers are helping to look after children
- The nature of the individual's work and the opportunity for contact with children
- How vulnerable the children are
- How many workers would be supervised by each supervising worker
- If the worker will be supervised by a person in regulated activity and whether that supervision will be regular and day-to-day
- If the supervision will be reasonable

NB A school is not entitled to request a barred-list check on a worker who, because they are supervised, is not in regulated activity.

r) **Use of school premises for non-school activities:**

If the activities are provided by the governors or the Trust, under the direct supervision or management of school staff, the school arrangements for safeguarding and child protection will apply. If the activities are provided by another body, the governors/ Trust should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures and inspect them as needed. Failure to comply with these arrangements will end the agreement made.

s) Equal Opportunities:

The school and Governing Body must take into account the Equality, Diversity and Values Policy when discharging their duties under this policy.

t) Safer Recruitment at Nether Edge Primary

Nether Edge Primary creates a culture of safer recruitment which includes the adoption of rigorous recruitment procedures that help deter, reject or identify people who may pose a risk of harm to or abuse children. Governors understand their responsibility to ensure safe recruitment checks are made. All recruitment is managed by Mercia Trust.

Nether Edge Primary keeps an up to date Single Central Record (SCR). This includes the following information:

- All who work in regular contact with children in the school including volunteers
- All members of the proprietor body (Mercia Learning Trust).

All recruitment processes will include members of the senior team, staff or governors who have completed 'Safer Recruitment' training.

Recruitment checks are carried out in line with the statutory DFE guidance as set out in '*Keeping children safe in education*' 2023. by the Trust HR department. Checks will include on those who have lived or worked outside the UK, agency and third party staff such as contractors, trainee and student teachers, volunteers and governors. Teacher prohibition and interim prohibition orders prevent a person carrying out teaching work.

u) Resolution of Practice Disagreements:

Staff will always work collaboratively with partner agencies to best meet the needs of children and their families. The school will, however, always challenge decisions or actions which they believe affect the welfare of the child.

v) Helping children to keep themselves safe including online safety

Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (RSE) education lessons and in all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety. Online safety is based around the four areas of risk – content, contact, conduct and commerce as already noted.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of the pupils is important to all staff. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. We use Bubble Time for this.

w) **Further guidance/ references:**

    a. 'Keeping children safe in education', 2023 DfE
    b. `Working together to safeguard children', 2018
    c. Sexual Violence and Sexual Harassment 2021 DfE

x) **Curriculum summary to support safeguarding children in Nether Edge Primary**

Year Group	Safeguarding Issues covered
FS2	Road safety Understanding feelings Medicines Online safety Growing up
1	Assessing risk of strangers Managing feelings Bullying Online safety Drugs
2	Peer pressure Road safety Managing feelings Online safety Bullying Responsibilities Drugs
3	Rights and wrongs Conflict resolution Online safety Healthy lifestyles
4	Bullying Staying safe Conflict resolution Tolerance Mental health Online safety
5	Positive and toxic relationships Peer pressure Online safety Bullying
6	FGM Influences Bullying Toxic and positive relationships Conflict resolution Drugs, alcohol and smoking Gangs and gang culture

y) **Safeguarding in the Curriculum**
Nether Edge Primary 2023/2024

Online safety (explicit links)	British Values and Protected Characteristics	Mental Health/Wellbeing	Toxic relationships and exploitation	Staying safe	Other Contextual	Drugs and alcohol
30% (44)	26% (38)	14% (20)	13% (19)	11% (16)	5% (7)	0.5% (1)

145 areas in total

Computing – Online safety

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Passwords [C1] Why do we need passwords?	What is the internet? [C2] Accepting messages [C3] Understand that computer viruses can damage our computers, phone and tablets	Passwords [C5] Why do we need passwords?	Targeted advertising [C1] - Understand that websites use our age to target adverts at us Copyright [C3]	Game ratings [L6] - Understand why age ratings on movies and games are important	Echo Chambers [N5] In-app purchases and credit card information [C3]

PSHE including online safety
Cycle One – Rights and Emotions

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responsibility and respect, human rights and democracy	Realise why it is important to have rules in the Nursery and in the wider school.	Realise why it is important to have rules in the classroom and school. I can identify rules that help keep us healthy and safe **online** and give examples.	Understand why and how rules are made in class, in the playground and at school. I can explain rules to keep me safe when using **technology** in and beyond the home.	Understand that rules are essential in a community and that a community has shared values. I can explain simple rules for using **online** technology including being kind.	Explore and examine the rules within our families, friendship groups, and at school. Explore consequences of breaking 'rules' Understand the need for rules and that they are necessary for harmony at home and at school.	Explore and examine the rules within our school and how they differ to a school in a different part of the world. To identify the British Values and understand what a 'value' is.	Understand that rules are essential in an ordered community and the need for different rules in different contexts. Consider our human rights as members of the community.	Explore and examine the rules within our lives and compare this with human rights. Examine the effects of antisocial behaviour.
All about me including: self-esteem, how we grow as individuals including recognising their own and others emotions.	Begin to recognise how we feel and develop ways of expressing how we feel.	Know what to do if we feel sad, lonely, afraid or angry and when it is important to tell others about our feelings.	Recognise, name and manage our feelings and realise they are a natural, important and healthy part of being human.	Recognise and know how to manage the effects of strong feelings such as anger, sadness or loss. Understand that news **online** can be scary and upsetting	Face problems, trying to resolve and learn from them to develop self-esteem. Examine and explore how your own emotions/actions can affect others.	Examine and explore our own and others' feelings and emotions. Explore our own wellbeing and ways to support this.	Understand how self-esteem and confidence affect how we behave **online**. Develop strategies to resist unwanted peer/sibling pressure and behaviour. Recognise that feelings may change. Explore how big events such as loss,	Understand change as individuals as we grow up and our influence on others. Know how to recognise, express and manage feelings in a safe and positive way. Identify positive and negative emotions and the impact these have on our mental

| | | | separation, divorce and bereavement can affect our mental and emotional health. | wellbeing.

Identify our own triggers for negative emotions. Understanding that some people find it hard to read and express emotions. |

Cycle Two – Staying safe and aspirations

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strategies and skills for keeping themselves safe including online	Explore appropriate personal safety strategies.

Identify situations that are safe and those where personal safety may be at risk.

Feeling safe **online** (S2) | Begin to realise the importance of road safety.

Who keeps us safe?

What to do if I get lost?

Head Start How groups of hats can protect our heads.

Communicating **online** and personal information (S1/3) | How to get help in an emergency (999) and ways to keep safe in a familiar and unfamiliar environment.

How can we use our senses to help us keep safe - taste -smell -sight -hearing -touch

Why should we keep our personal information safe **online** and what can I do safely **online**?

What can happen if | Know what to do or whom to seek help from when feeling unsafe at home or at school.

How to stay safe around fireworks

To understand what online strangers are and that we shouldn't share our private and personal information to strangers.

How to search safely **online**.

Who puts things on the **internet**? (Fake news) | Hazard at home (including fire risks) that may cause harm, injury or risk.

Become aware of appropriate road use: how to apply the Green Cross Code; -how conspicuous reduces road collisions; -passenger skills including boarding and disembarking from cars and home -school transport. -how bicycles are best maintained and ridden.

Who do we trust **online** and how do | *Head start* Encourage helmet wearing.

Understanding risk and personal safety in wider community including bonfire night, rail safety, road safety, water safety (usually covered in swimming lessons).

Understand how personal information is used **online.**

To be able to analyse digital content. | Basic first aid and rules about medicine.

Understand control and consent **online**.

Understand how to protect your identity **online**.

Understand the dangers of **online** strangers.

Understand that our personal information can be used to make money and target us with advertising. | The dangers associated with fireworks.

Become more digitally literate by being able to analyse digital content.

Understand that not everything you read **online** is true or without bias.

Protecting images of us **online**.

Does the internet make us happy? |

			we spend too much time **online**?		we detect suspicious messages? How do we keep our personal information safe **online**? Learn how to be safe with **online** friendships including peer pressure	To understand how to verify **online** content.		
positive and effective attitudes to learning and aspirations for the future		Realise that money can buy things and is earned through work.	Consider future aspirations.	Become aware of our own qualities, achievements, personal preferences and goals.		Face problems, trying to resolve and learn from them.		Be aware of risks associated with money (winning, loosing, and stealing) and how it can impact wellbeing.

Cycle Three – Relationships

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is a good friend? - *Identify what a good friend or a bad friend does.*	Who's in my family? - *Understand that these people are all connected in different ways, and that these connections are important (including **online**).* Who is my friend? - *Understand that there is a difference between close friends, friends, acquaintance, member of my community.* What is an **online** friend? - *Understand that it is easy to hide your identity online.* - *Understand it is important to be kind online.*	How should families treat each other? - *Understand that children and adults both have responsibilities to each other.* - *Understand that we should feel loved, cared for and safe in our homes.* - *Know what to do if our needs are not being met.* When should I say no? - *Understand that other people need permission before they can touch us.* - *Understand that some parts of our bodies are more private than others.* - *I can say 'no' **online** when*	Who owns my body? I do! - *Understand that certain parts of our bodies are very private, and only we get to decide what happens to them.* - *Understand that secrets and surprises are different.* - *Know how to report concerns.* Should friends tell us what to do? - *Understand that friends should treat each other well and be fair.* - *Understand that being controlling of other people is bad and that excluding other children is hurtful.* - *Understand that friends should not tell us what to do, although we should listen politely.* - *Recognise that there may be*	What makes a good friend (offline and **online**)? - *Appreciate that we have responsibilities to our friends.* - *Acknowledge that other people's emotions are important* - *Understand that our actions can affect other people's feelings including **online**.* - *Learn what we can do to maintain healthy relationships.* Are friendships always fun (**online** and offline)? - *Understand that relationships come with a mixture of positive and negative emotions.* - *Appreciate that friendships are not always perfect.* - *Understand that it is normal to disagree with your friends.*	Are families ever perfect? - *Identify positive feature that should be present in a family.* - *Know the difference between secrets and surprises (when to break confidentiality).* - *Understand the concept of consent.* - *Revisit that 'My body belongs to me" (private parts, exceptions (doctors))* What makes a close friend? - *Understand what it takes to be a good friend.* - *Empathise with people who are excluded.* What is discrimination and how can we	Why do some people get married? - *Know that forced marriage is illegal.* Are all friends the same? - *Understand that differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment.* Can we be different and still be friends? - *Understand that we don't have to be the same as everyone else to have friends.* - *Appreciate that we should respect other people, irrespective of their unique characteristics.* - *Understand that friendships change over time, and our friends often have different opinions, feelings and*	Should friends tell us what to do? - *Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship.* - *Appreciate that friends should make us feel good and safe.* - *How to respect boundaries online.* - *Identify behaviour that is controlling or manipulative.* - *Look at the difference between healthy and unhealthy relationships* - *Identify issues around consent and coercion.* Can I identify and understand toxic and unhealthy relationships? - *Understand what healthy and toxic relationships are and be able to put scenarios (including **online**) on a scale.* Can I identify toxic and unhealthy relationships

How do our actions impact others? - *Take responsibility for what we say and do. Including when messaging **online**.* What is bullying? - *To know that bullying is several times on purpose and that it is unacceptable.*	*someone makes me feel sad.* What makes a good friend? - *Understand that friends do not always agree with each other but we can resolve our differences kindly and with mutual respect.* How can I be kind online? - *Being kind **online** is just as important as real life.* - *Identify what makes a good friend **online** and what to do when people are unkind.* What is bullying and how can it impact others? - *To know that bullying is serval times on purpose.*	*people **online** that make us feel sad or embarrassed.* How should we communicate **online** and what should I do if I feel uncomfortable? - *Understand what information we share online with people we don't know.* - *What is inappropriate on the internet and what to do if they feel uncomfortable.* What is bullying and how can we report it? - *To understand that hurtful behaviour (offline and **online**) including teasing, name-calling, bullying and deliberately excluding others is not acceptable.* - *To know how to report bullying and the importance of telling a trusted adult.*	- *Develop techniques to deal with conflict within friendships.* - *Understand when a relationship is unhealthy and when support is required.* How does conflict arise and how can we avoid it? - *Identify ways in which conflict may arise at school and home.* - *Explore ways in which conflict could be lessened, avoided or resolved.* How should we respond to hurtful behaviour and get support? - *Identify strategies to respond to hurtful behaviour experienced or witnessed, offline and **online** (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others).*	challenge it? - *To understand discrimination: to know what it means and how to challenge.* How should we treat people in school and wider society including **online**? - *To know that everyone, should expect to be treated politely and with respect by others in school and in wider society.*	*motivations to ours.* How do I accept my friends for who they are? - *Appreciate that we should treat everyone with respect, regardless of their physical appearance.* - *Challenging gender stereotypes including **online*** How can discrimination impact others and how can we prevent it? - *To understand how discrimination can make people feel.* - *To explore how to prevent it all discrimination.* Can you identify and define the different types of bullying? - *Identify and define the different types of bullying including: direct, indirect, online, homophobic, racist, physical and emotional.*	and build confidence to act upon it? - *Acting out how to respond to unhealthy and toxic relationships.* What is prejudice and how should we respond? - *To understand prejudice including how to recognise behaviours/actions which discriminate against others and ways of responding to it if witnessed or experienced.* - *To understand what stereotypes are and how they can negatively influence behaviours and attitudes towards others including **online**.* - *To develop strategies for challenging stereotypes and prejudice.*

- *To understand how bullying can make others feel. Know that this can happen **online** too.*		- *How to report any concerns and get support.*	

Cycle Four – Celebrating differences and Healthy minds and bodies.

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Celebrating, valuing and respecting similarities and differences between people and understanding the protected characteristics	Recognise the similarities and differences in families and the wider community Understand that everyone is of equal worth and	Understand that everyone is of equal worth and that it is acceptable to be different.	Appreciate ways we are similar and different, e.g. age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.	Recognise and value the culture and traditions of another group in the community. Be aware of the diversity of people around the world.	Recognise that people have different beliefs that shape the way they live. To learn what the equality act is and some of the protected characteristics that come under it.	Identify the variety of groups that exist within our community that fit into categories of the protected characteristics. To explore why there is an equality act and what it means.	Recognise the similarities and differences between cultures in Sheffield / Nether Edge, for example, food, clothes, symbols and celebrations. To know how we can follow the equality act in school.	Know about aspects of our cultural heritage including the diversity of cultures that contribute to UK/ Sheffield. To develop ideas to ensure the equality act is followed in the wider world.

	that it is acceptable to be different.						

Healthy minds and bodies			

| | | Health and wellbeing online, including sleep

- Understand screen time and sleep
- Understand how to choose which games to play and videos to watch safely. | Mental Wellbeing
-What is mental wellbeing? Define it, explain it, how it is closely linked to our feelings.
-explore ways to improve our mental wellbeing | Mental Wellbeing
What is the impact healthy lifestyle can have on our mental wellbeing? | Mental wellbeing
How do I manage my feelings?
- Understand the range and depth of feelings that we all experience
- Learn strategies to deal with these feelings and know when to seek support.
How does sleep affect our mental health?

How does screen time affect our well-being?

Physical Health
-Understand that too much time on technology can have a negative impact on anyone. | Mental wellbeing
Are we happy all the time?
- Understand the range of negative emotions that we can have and what to do if we experience low moods. What is self-care?

Physical Health
- The consequences of sleep deprivation and spending too much time online.

Understanding what is appropriate online. | Mental wellbeing
Understanding how to spend a healthy amount of time online
- Recognise that our identities are defined by both our online and offline activities
- Understand that the online world creates unique issues, which can affect our self-image, mental health and identity
Does everybody have the same feelings?
-identify positive and negative emotions and the impact these can have on our mental wellbeing.
-Identify what can trigger a negative emotion.

Physical Health
Children to learn about how to limit online time to improve health. | Mental wellbeing
Who am I?
- Learn to express our sense of identity.
- Understand that our brains can get poorly and can be treated (just like our bodies). This is why it is very important for children to discuss their feelings with an adult and seek support.

Should we be happy all the time?
- Know that mental wellbeing varies and is not constant

Impact of social media anxiety.

Physical Health
- Know strategies to help them to sleep better

What things can have a negative impact on your health?
- Understand the risks of taking |

							drugs, alcohol and tobacco