



Talbot
Specialist School

SAFEGUARDING POLICY 2024

Signed: _____ **Chair of Governors**

Date ratified: 18/11/2024

Review:

Talbot Specialist School

Safeguarding Policy

1. Purpose of the Policy

To present to staff and volunteers, codes of behaviour in dealing with Safeguarding Issues in Talbot School.

2. Introduction

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. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. Children includes everyone under the age of 18.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

- **Providing help and support to meet the needs of children as soon as problems emerge**
- **protecting children from maltreatment, whether that is within or outside the home, including online**
- **preventing the impairment of children's mental and physical health or development**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
- **taking action to enable all children to have the best outcomes.**

Our school fully recognises the contribution it can make to protect students and to support students in school.

In order to establish effective safeguarding, there are three main elements to our policy.

a. Prevention.

This may be achieved by a positive school atmosphere, through teaching and pastoral care, strong links with outside partners and through support to students.

b. Protection

By following agreed procedures, ensuring that staff are trained to respond effectively and sensitively to safeguarding concerns.

c. Support

To students, families and school staff and other students who may have been affected.

This policy applies to all staff whether teaching or non-teaching, full or part time, volunteer helpers, supply, students on placements other professionals who work with the school, governors and parents and carers.

3. School Commitment

We recognise that, for all students', high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult may be an aid to prevention. Our school will therefore:

- Establish and maintain an ethos where students feel secure and are able to communicate readily with adult staff both in and out of the classroom.
- Ensure that students know that there are adults in school whom they can approach if they are worried or in difficulty.
- Ensure that, where students have very complex communication needs, staff who know them well will always be alert to signs of distress or changes in their normal pattern of behaviour.
- Include in the curriculum activities and opportunities for students to develop the skills they need to stay safe in their day to day lives. This is achieved by a well-structured PSHE/ Relationship and Sex Education, online safety curriculum which will be delivered across the whole school and at Post 16 in order to equip students with the skills they need to stay safe both physically and online.
- Ensure curriculum and staff structures are in place to foster positive Mental Health for students and their families.
- Include in the curriculum material which will help students develop positive attitudes to the responsibilities of adult life and where appropriate to include aspects of child-care and parenting skills.
- Ensure that wherever possible, every effort will be made to establish effective relationships with colleagues from other agencies; to maintain professional curiosity and provide both support and challenge.

4. Framework

Talbot will not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practices are the responsibility **Sheffield Children's Safeguarding Partnership. (SCSP)**

The Sheffield children's Safeguarding partnership

The SCSP is a joint forum with responsibility for developing, co-ordinating, monitoring and reviewing child abuse policy and practice within the city.

5. Roles and Responsibilities

The protection of children and young people are the responsibility of all adults who work at Talbot Specialist School.

There are key people within school and the LEA who have particular roles to play in the strategic and/or operational of this responsibility under the Safeguarding procedures. Their names and contact details are listed on the back of this document.

Role of DSL

The Designated Safeguarding Lead Teacher is Karen Halford and the Designated Safeguarding Deputies (DSD's) are Georgia Lowe, Fran Whittaker and Yodandi Ratcliff

- To recognise how to identify signs of abuse and when to make a referral
- To keep detailed, accurate and secure written records of referral/concerns
- To act as the first point of reference for staff who note concerns.
- To carry out a preliminary review of any concern raised to establish the exact nature of the concern and to decide on any necessary action.
- To inform the Headteacher of concerns and the circumstances surrounding them.
- To seek advice from the Education Safeguarding Advisors as necessary.
- To liaise with parents and other agencies as required.
- To keep staff informed of current safeguarding issues by an annual review of policy and procedure and by the provision of regular training/briefing notes.
- To report to the nominated governor the school profile of need, staff training updates and changes to school policy
- To understand child protection conference and be able to attend and contribute effectively.
- To have working knowledge of how the local safeguarding procedures operate.
- To review and update the Safeguarding policy.
- To be responsible for working in partnership with IT colleagues to ensure the school implements effective Filtering and Monitoring systems and undertakes in partnership with those partners and governors the annual audit of Filtering and Monitoring systems

Role of the Headteacher

- To liaise with the Designated DSL.

- To ensure that the school safeguarding policy and procedures are communicated to and implemented by school staff.
- To ensure that the DSL and deputy receive refresher training every 1 year.
- To ensure safeguarding training is undertaken by all staff.
- To ensure that arrangements are in place for the inclusion of Safeguarding procedures in an induction programme for all people working in school.
- To ensure that arrangements are in place to ensure safe recruitment procedures and appropriate checks on new staff and volunteers.
- To ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and such concerns are addressed sensitively and effectively in a timely manner.
- Provide the Annual Safeguarding Report for Head Teachers to the Local Authority.

Role of the nominated Governor

The nominated governor for Safeguarding is Susanna Bradbury.

- To be familiar with Local Authority Guidance and policy relating to safeguarding issues.
- To also be the nominated Governor for Attendance, online safety and Child Sexual Exploitation
- To attend training for nominated Safeguarding Governors.
- To ensure the governing body puts in place suitable safeguarding policy and associated procedures.
- To encourage other members of the governing body to develop their understanding of Safeguarding responsibilities and assist the school to perform its statutory duties.
- To ensure that they remedy any weaknesses or deficiencies in the schools' Safeguarding practices which are brought to their attention.
- To meet regularly with the DSL to monitor effectiveness of the schools safeguarding procedures and linked areas

The role of the Safeguarding Children – Safeguarding Advisors for Education

The Education Safeguarding Advisors will give advice and support to schools in maintaining effective Safeguarding Procedures and will ensure that they are of good quality and represent good practice.

They will make available training relevant to staff and governors through the Safeguarding Children package of support.

Safeguarding Adviser is: Jane Walker

6. Procedures

Our school will ensure that the Headteacher, senior designated person, deputy designated leads and the governing body attend training relevant to their role.

- Staff have access to policies and procedures on the MLE
- All staff will be made aware of the identity of DSL/DSDs on induction along with sharing of the safeguarding policy and behaviour policy.
- Parents will be informed of the school's duties and responsibilities in relation to Safeguarding. This information will also be available on the school website.

7. Safer Recruitment

Key members of SLT and the chair of governors have attended the Sheffield Local Authority training in safer recruitment. The procedures and practices presented within this training are being adopted as part of our recruitment process. Safer Recruitment practices reflect changes made in the Keeping Children Safe in Education 2024 amendments to 'Working Together to Safeguard Children' 2024 e.g. requirement to undertake a social media audit for short listed candidates

8. Single Central Record

There is a single central record where all DBS and pre-recruitment records are retained. In addition to employees and volunteers' records are also kept for contractors, supply staff and any external providers e.g. Professionals/Support Workers employed by parents.

9. Training and Support

Talbot school will ensure that the Headteacher, DSL, DSDs and the governing body attend training relevant to their role.

- All new staff will receive safeguarding training as part of their induction.
- All staff will be kept informed of current and emerging child protection issues by an annual review of policy, annual training on Keeping Children Safe in Education and procedure and by the provision of regular training updates /briefing notes.
- Within school support will be available to staff by immediate access to the DSL and DSDs and the Headteacher. Where necessary the Education Safeguarding Advisor is also available via a direct line of communication.

10. Professional Confidentiality

- Confidentiality is an issue that needs to be fully understood by all those working with children particularly in the context of Safeguarding. The only purpose of confidentiality in this respect is to benefit the child.
- We will ensure that all adults working in the school or associated with it including parents and governors will have due regard to the need for confidentiality.

- A member of staff must never guarantee confidentiality to a student in order to ensure that appropriate action may be taken where there is cause for concern. In the event of disclosure, it must be explained to the student that information will need to be passed on in order to ensure appropriate help can be obtained.
- Where risk of significant harm/significant harm is suspected the DSL or DSD will either report this to the allocated social worker if the student already has one or to the Safeguarding Hub if they do not.
- Staff will follow the 'Advice for practitioner on Information Sharing' May 2024 (The Seven golden rules for sharing information - including personal information).

11. Procedures to follow if a member of staff is concerned about the welfare and safety of a student

1. If staff have any concerns about the health and safety of a child at Talbot Specialist School or feel that something may be troubling them, they should share this information with an appropriate member of staff straight away. Some issues e.g. a child's appearance, hygiene, general behavior, can be discussed with any teacher or member of support staff here. These are also shared with our Student Wellbeing Team so concerns can be monitored and the impact of any support given reviewed. It should be remembered that sometimes children will not feel ready or will not know how to tell someone they are being abused or exploited, or neglected, and or may not recognise their experience as harmful. This along with communication difficulties for some of our students means that we as a staff have to be constantly mindful of knowing our students well and communicating any observed changes in presentation, interaction or observation that may cause us concern.

As part of the information, we as staff consider the potential risks and issues in the wider community 'Contextualised Safeguarding' when we consider the well-being and safety of our students. We ensure as part of our professional curiosity we encourage our students to talk to us about their lived experiences so that we explore where in the community they visit and who both in the home and community they are spending time with. Linked to, or part of, risks in the wider community are Extra- Familial harms and may include in isolation, or as a combination, harassment, criminal/ sexual exploitation, county lines and radicalisation.

2. Staff need not worry that they may be reporting small matters – we would rather that they tell us things which turn out to be small than miss a worrying situation. Information collected over time can also give us indication that Early Help may be needed or interventions around Mental Health.

However, if they think the matter is serious and related to a child being at risk of significant harm, e.g. physical, sexual, emotional abuse, mental illness or neglect, they must talk to the Designated Safeguarding Lead (DSL) or one of the Designated Safeguarding Deputies (DSDs) **immediately**.

How to Report a concern:

1. Talbot Specialist School is currently located over three sites. If you are on the main school site then safeguarding concerns should be reported verbally face to face to the DSL or a DSD. If you at any other of the sites then you report your concern to them by telephone. If you are unable to contact them, you must ask the office staff to find them and explain you wish to communicate a Safeguarding Concern. (admin will access support from other members of the Senior Leadership Team to locate the DLS or DSDs)

2. Female Genital Mutilation (FGM) reporting procedures

Reporting procedures are different for reporting FGM. Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education (2022), paragraph 44 says 'whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns that female genital mutilation (FGM) has occurred, there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

- The mandatory reporting procedures say:
- 'It is recommended that you make a report orally by calling 101, the single non-emergency number.'
- 'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialing 999 if appropriate'.
- In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.
- This should then be reported to the DSL unless the teacher has been advised by the police not to share information.

For all other members of staff they should report their concerns to the DSL or DSDs in their absence. This is also the procedure for **all** staff if you suspect a student is at risk of FGM or suspect that FGM has been carried out, you should speak to the DSL and follow our local safeguarding procedures.

3. Reporting Staff Concerns

4. Any allegation or disclosure involving a member of staff, a child's foster carer, supply teacher, external professional or a volunteer at Talbot Specialist School **must** be reported directly to the Head Teacher, if the Head Teacher is not available then those concerns can be reported to either of the Deputy Head Teachers. If the concern involves the Head and then it should be reported directly to the Chair of the Governing Body.

This includes the sharing and reporting of any 'low level' concerns. The term low-level concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at KCSIE (2024) paragraph. A low-level concern is any concern no matter how small, and even if no more than causing a sense of unease or a nagging doubt- that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and - does not meet the allegations of harm threshold or is otherwise not considered serious enough to consider a referral to the LADO. (Appendix 3 'Low Level Concerns' flowchart). The concerns and record of an follow up discussions or actions taken will be recorded on a 'Low Level Concern Form' (Appendix 4). These will be kept by the Headteacher and should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

12. Records and Monitoring

Well-kept records are an integral part of good Safeguarding practice.

Our school is clear on the need to record any concerns about a child or student placed within Talbot, the status of such records, times and associated action where appropriate will be shared with other agencies.

- After discussions with the DSL/DSDs, the information provided will be recorded on our electronic system CPOMS. Once the DLS/DSD has reviewed the information shared then a decision will be made on the next steps. E.g. Referral to Safeguarding Hub. An initial category of concern will be identified and this will be amended as and when needed depending on information gained e.g. Safeguarding (Emotional Abuse). All next steps/associated actions/access to services including discussions with parents will then be recorded linked to the initial incident.
- As we are a Student Wellbeing Team CPOMS is also used to record and monitor general student wellbeing and therefore if the initial information shared is a 'lower level' the classroom staff may be asked to keep an agreed log of information that is felt to be relevant when there are concerns over the welfare or behaviour of a particular student. E.g. Self Harm associated with emotional regulation. This will be monitored regularly with the DSL/DSD. An appropriate level of support will be offered to families in the first instance alongside monitoring to determine if support offered brings about positive change.
- Monitoring records will indicate the need to instigate a referral should there be a significantly high level of concern over time, a pattern of concern emerges or should there be a major incident or event in relation to a student.
- If it becomes apparent that there are indicators of safeguarding concerns the DSL/DSDs will keep a record relating to the particular student containing all relevant information collated from staff members who support the individual. This

record will be placed in the electronic safeguarding file (CPOMS) that is held by the DSL. The information collected will be reviewed on a regular basis to determine whether a threshold has been met and the appropriate action or referral undertaken.

- These files are accessible only to the DSL, DSDs, Deputy Headteacher and Headteacher. Where needed, Assistant Head Teachers will be given access for identified students to support information sharing and other HLTAs within the Student Wellbeing Team where appropriate.
- Teacher/class team held logs/observations become part of the school record if there is an escalation in concern or in the case of a major incident or disclosure.
- The DSL/DSDs will liaise regularly with classroom staff about students for whom there is concern. Any level of concern will also be shared with the named Social Worker if once is allocated to the student and their family.
- The Headteacher will be informed immediately by DSL/DSDs of significant concerns in relation to a particular student.
- When a student leaves Talbot a copy of his/her safeguarding file would be passed to any new school or post school provision. Any concerns will be shared with the designated worker in the new establishment to be attended by the student

13. Attendance at Child Protection conferences

- The case conference will be attended by the DSL/DSDs and where appropriate the class teacher.
- The Child Protection case conference is the means by which communications between agencies is formalised. Relevant information is exchanged and risk assessed. Decisions and/or recommendations relating to the individual will then be made.
- When writing reports the agreed format will be followed.
- Staff will be supported by the DSL/DSDs in maintaining relationships with parents at all stages when a student is the subject of concern.

14. Supporting Students at risk

All students at Talbot are deemed to be Children in Need by virtue of their EHCP of Special Educational Needs (see Framework of Assessment 2001)

Talbot School will endeavour to support students through:

- A curriculum to encourage self-esteem and self-motivation.
- A school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of school behaviour policies which take into consideration the Use of Reasonable Force guidance July 2013 and the principles of our agreed training to preserve respect and dignity.
- A consistent approach, which recognises and separates the cause of behaviour from that which the student displays. This is vital to ensure that all students are

supported within the school setting.

- Regular liaison with other professionals and agencies engaged in supporting the students and their families.
- Environment, resources and curriculum that promotes student voice and raises students awareness of their right to be heard.
- A commitment to develop productive, supportive relationships with parents and carers whenever it is in the best interest of the student so to do.
- The development and support of a responsive and knowledgeable staff group who will be trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school. These include:

- Recruitment and Selection
- Health and Safety
- Behaviour Management Policy
- Personal and Intimate care
- SEN Information Report
- Education of Young People in Public Care
- Sheffield City Council Procedure for the Management of Allegations of Child Abuse by made against School Based Employees (now including supply staff)
- Relationship and Sex Education Policy

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff at Talbot who work in any capacity with students who have profound and multiple disabilities, severe learning difficulties, sensory impairment and challenging behaviours will need to be particularly sensitive to signs of abuse and consistently promoting student voice/communication

Student Welfare Team

The Talbot community understand the value of early intervention and the positive impact close partnerships with parents, class teams and other professionals can have. To ensure that our families have the support they deserve we have a dedicated Student Wellbeing team. Our team includes:

- The Deputy Head Teacher who is the DSL and the Senior Leader for Mental Health.
- Three Student Welfare HLTA's with responsibility for Medical Needs, Moving and Handling, Nurture/Trauma informed practice and Attendance who are Designated Safeguarding Deputies
- HLTAs for Behaviour
- HLTAs for Communication
- HLTA for Moving and Handling
- TA3s for supporting Medical Needs

A thread that links all members of the team is promoting student voice and effective multi-disciplinary working.

In addition, where needed we will also work with outside services. For example, at Talbot we work hard to support our students' mental health. All staff at Talbot Specialist School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviors that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the Designated Safeguarding Lead or a Designated Safeguarding Deputy.

We frequently enlist the support of outside agencies, such as CAMHS and the MAST Team to support families both in school or whilst remote learning from home. In addition to the DSL being the Senior Lead for Mental Health (Karen Halford) all the Student Wellbeing team are Mental Health Champions and two of the DSLs have completed additional Mental Health Training.

Children and online safety away from school and college

Karen Halford the Designated Safeguarding Lead is also the Online Safety Co-Ordinator.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate, referrals should still be made to children's social care and as required, the police.

Students at Talbot Specialist School access online safety Curriculum as part of both the PSHE curriculum and Relationship and Sex Education curriculum to ensure they develop the knowledge and understanding of how to keep themselves safe both in their peer relationships and their online relationships.

This curriculum includes:

- PSHE Education Planning Framework for Students with SEND Key stage 1-4
- Sheffield Primary Relationships Education Curriculum
- NHS Leeds Puberty and Sexuality for children and young people with Learning Difficulties (Phase 2)
- Sheffield Online Safety Curriculum 2019

Our PSHE curriculum includes supporting students to understand relationships, including complex concepts such as consent. Students at Talbot School are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual students.

If a member of staff becomes concerned about a student in relation to sexual harassment or sexual violence (this can take place online) then they report this immediately to the Designated Safeguarding Lead or Designated Safeguarding Deputy (see appendix 2 for flowchart of decision making).

Filtering and Monitoring

Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:

- Physical monitoring
- Live software monitoring
- Monitoring user logs
- Monitoring individual devices

We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures

Checking the effectiveness of the schools Filtering and Monitoring Systems is the DSL's role:

- Each year (at least annually) our Designated Safeguarding Lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.
- All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns
- All our staff have taken part in annual cybersecurity training
- Risk management plans, where appropriate, for specific students will be created and implemented.

Safe School, Safe Staff

Talbot has a large staff and recognises that the necessary involvement of such numbers of adults needs to be managed effectively to ensure high standards in relation to safeguarding practices with our students.

Physical Interventions in terms of 'Positive/supportive Touch Strategies' form part of the proactive support we offer to our students. The staff are encouraged to use their professional judgement to ensure that contact and agreed supportive strategies should be considered appropriate and are in line with their chronological age.

Staff working in a 1:1 situation should ensure that wherever possible they are clearly visible to another colleague or that planning has taken place to ensure clear guidance at such times.

Views will be sought from parents on all matters relating to the policies on PSHE, Science and where aspects of Intimate Relationships in Sex Education are being taught.

Multi -agency training gives the opportunity for sharing good practice with practitioners from other agencies. Representatives will always be welcomed into school when they are working with particular students.

Staff teams are constructed and trained to ensure that we reduce the possibility of any student being abused by anyone working within the school setting.

15. Early Help

This form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Education Directorate, and where, following an assessment of the situation, we believe that co-ordinated intervention is required to promote, safeguard, or protect, the welfare of the student.

In such circumstances the school will have records detailing the work that has been undertaken to support the students and their family and why it is believed that a more corporate and 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.

This form should be completed by the Deputy Headteacher (DSL) or the DSD.

The Headteacher will be informed that a referral has been made.

A copy of the form will be held on within the secure records of the school.

(summary included below with more detailed information in Appendix 1).

Signs and Symptoms of Abuse

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Child on Child Abuse: Sexual violence and sexual harassment between children in schools and colleges can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance

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, for example, 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.

Prevent Duty 'Radicalisation and Extremism

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that students understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in students behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

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

- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others



Our Designated Safeguarding Lead (DSL), Online Safety Co Ordinator and Senior Leader for Mental Health is:

Name: Mrs. Karen Halford, Assistant Head

Their office is located in the Leadership Office behind Reception

Their Tel No is: 0114 2507394 (ext. 2043)

Our Designated Safeguarding Deputy (DSD) is:

Name: Yolandi Ratcliff

Their office is located on the Health Corridor

Their Tel No is: 01142507394 (ext 2080)



Our Designated Safeguarding Deputy (DSD) is:

Name: Georgia Lowe

Their office is located on the Health Corridor

Their Tel No is: 01142507394 (ext 2081)



Our Designated Safeguarding Deputy (DSD) is:

Name: Fran Whittaker

Their office is located on the Health Corridor

Their Tel No is: 01142507394 (ext 2081)



Our Head Teacher is:

Name: Heather Partington

Their office is located behind the Main reception

Their Tel No is: 0114 2507394 (ext. 2041)

Chair of Governors

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Policy Review

Our Governing Body of our school is responsible for ensuring the annual review of this policy and for additional policies that are relevant to safeguarding and child protection. Our school adopts the policies and procedures set out by Sheffield Safeguarding Children Partnership, these are revised annually, and copies are available in school for staff to access.

Appendix 1

Definitions and Signs of Abuse continue:

Signs of Child Sexual Exploitation:

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Criminal Exploitation:

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

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County lines is a term used to describe where gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Domestic Abuse:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

KSCIE 2022 paragraph 26 highlights that Harm can include the ill treatment that is not physical as well as the impact of witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead, or a deputy) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to Local Authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate)

Female Genital Mutilation:

Female Genital Mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

So-called 'honour-based' Abuse:

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Appendix 2

Sexual Violence and Sexual Harassment In School: Response Flowchart

Appendix 3:

Managing staff 'Low Level' Concerns

Safeguarding Guidance

'Working Together to Safeguard Children', 2018 (amended 2024)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

'Keeping Children Safe in Education', September 2024
<https://www.gov.uk/government/publications/keeping-children-safe-ineducation--2>

Disqualification under the Childcare Act 2006 and Childcare (Disqualification) Regulations 2009 updated August 2018
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act2006>

'What To Do If You Are Worried A Child Is Being Abused', March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried- a-child-is-being-abused--2>

Information Sharing advice for practitioners, May 2024
<https://www.gov.uk/government/publications/safeguarding-practitioners- information-sharing-advice>

Guidance for Safer Working Practice for those working with children and young people in education settings – May 2019 <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-forSafer-Working-Practices-2015-final1.pdf>

Child Protection and Online Protection Agency

