



Westways Primary School

Safeguarding and Child Protection Policy

September 2024

This policy will be reviewed annually

Safeguarding Team at Westways Primary School

The Safeguarding Team at Westways Primary school are responsible for implementing policies and procedures to promote children's welfare; addressing staff; safeguarding concerns; and allocating resources as required. The Designated Safeguarding Lead (DSL) and Designated Safeguarding Deputies (DSD) deal with safeguarding issues, providing advice and support to children, families and staff and liaising with the Local Authority (LA) and other professional agencies.

Charles Hollamby, Headteacher - headteacher@westways.sheffield.sch.uk

- Designated Safeguarding Lead
- Child Sexual Exploitation Lead
- Prevent Single Point of Contact (SPOC)

Jo Thomas, SENDCo and Inclusion Lead - senco@westways.sheffield.sch.uk

- Designated Safeguarding Deputy
- SENDCo: provides advice and support for staff and other agencies working with children with special educational needs and their families.

Designated Teacher for Children Looked After (CLA): Promotes the welfare and educational achievement of children who are 'looked after'.

Naoimh Tyrrell, Deputy Headteacher

- Designated Safeguarding Deputy

Jo Robinson, Assistant Head Teacher

- Designated Safeguarding Deputy

Su Woolley, Learning Mentor

- Designated Safeguarding Deputy

Alex Hayes, Learning Mentor

- Designated Safeguarding Deputy
- Attendance Champion

Steve Coles, Online Safety Coordinator

- Designated Safeguarding Deputy
- Develops and maintains an on-line safe culture within the school.

Paul Robinson, nominated Governor for Safeguarding and Chair of Governors

- Reviews the safeguarding policies and procedures and remedy any deficiencies in regard to child protection arrangements.

All members of the Safeguarding Team can be contacted via the school office on: **0114 266 2471** and via enquiries@westways.sheffield.sch.uk

Contact details for specific members of the Safeguarding Team are listed above.

Any member of staff can make a referral to social care via: [The Sheffield Safeguarding Hub](#) on 0114 273 4855.

Part 1: Our Policy Statement

Rationale

“It is essential that everybody working in a school or college understands their safeguarding responsibilities... Safeguarding and promoting the welfare of children is everyone’s responsibility. ‘Children’ includes everyone under the age of 18. 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... 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...School and college 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.” [Keeping Children Safe in Education 2024](#) (KCSIE 2024)

Our commitment to safeguarding and keeping all young people safe



The Westways Way (linked to our **Core Values**):

- We aspire for quality. (**Aspiration**)
- We are kind. (**Empathy**)
- We are in charge of ourselves. (**Independence**)
- We are brave. (**Resilience**)
- We are respectful. (**Respect**)
- We are on the team. (**Citizenship**)

Our love of learning inspires us to achieve and by nurturing our shared core values, we are prepared for, and ready to make a difference in, the wider world.

Every pupil should feel safe and protected from any form of abuse, neglect or exploitation. The staff at Westways Primary School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The scope of the policy

This policy applies to all staff, Governors and volunteers working in school. Our school fully recognises the contribution it can make to protect children and support pupils in school. In accordance with our values and ethos statement, all staff believe that our school must provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The context of the policy

Legislation which is relevant to this policy

This policy has regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with:

- [Keeping Children Safe in Education 2024](#)
- [Working Together to Keep Children Safe 2023](#)
- [The Children Act 2004](#)
- [The Equality Act 2010](#)
- [Section 94 of the Education and Skills Act 2008](#)
- Sections 29 and 38 of the Counter-Terrorism and Security Act 2015
- 'Revised' Prevent duty guidance for England and Wales July 2015
- The Prevent Duty: Departmental advice for schools and childcare providers June 2015
- Keeping Children Safe in Education 2019
- The Education (Independent School Standards) (England) Regulations 2014
- Statutory Framework for the Early Years Foundation Stage 2017
- The Children Act 1989
- Section 175 of the Education Act 2002
- Female Genital Mutilation Act 2003
- The Designated teacher for Looked after and previously Looked after children February 2018
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
- What to do if you are worried a child is being abused: advice for practitioners 2015
- Child Sexual exploitation: Definition and guide for practitioners 2017
- Children Missing Education 2016
- Multi-Agency statutory guidance on female genital mutilation 2016
- Disqualification under the Childcare Act (2006) July 2018
- Sexual Violence and Sexual Harassment between children in schools May 2018
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (September 2018)

Equal Opportunities

Westways will ensure that all children irrespective of factors such as: age, disability, gender reassignment, religion or belief, sex or sexual orientation,, social or cultural background, religion or ethnic origin are given opportunities to realise their potential.

Early Help

Any child may benefit from early help, but all school staff will be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child.

Children with special educational needs, disabilities or health issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

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

Any reports of abuse involving children with SEND will therefore require close liaison with the DSL, DSDs or SENDCo.

Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the department's:

- [SEND Code of Practice 0 to 25 years](#), and
- [Supporting Pupils at School with Medical Conditions 2024](#)

And from specialist organisations such as:

- [The Special Educational Needs and Disabilities Information and Support Services \(SENDIASS\)](#). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND.
- [Immigration Advice Services \(IAS\)](#)
- [Mencap](#)- Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- [NSPCC](#) - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

Child Looked After (CLA)

The designated teachers for children who are “looked after” (CLA) are supported by the Learning Mentors and the Safeguarding Team to monitor the welfare and safeguarding of care leavers, adopted children and any children with special guardianship orders.

How we keep young people safe

The role of school staff

School staff are important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. All staff at Westways Primary school have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the nursery upwards. All staff should be aware of the process of referring a child to social care and when this might be necessary.

As a school, we have a duty of care to respond appropriately with every suspicion or complaint of abuse and to support children who have been abused or considered to be at risk, in accordance with any agreed Child Protection plan (CP), Child in Need plan (CIN), or Early Help/Team around the child (or equivalent plan).

Safeguarding and promoting the welfare of children

This is defined by KCSIE 2024 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**; and
- Taking action to enable all children to have the **best outcomes**.

Prevention

- Establish and maintain an ethos where children feel secure and are encouraged to talk, to question and are listened to. This may be achieved through discussions in circle time and through our work on on-line safety.
- Ensure robust record keeping in every case including electronic and paper copies of documents and notes that are stored appropriately to ensure confidentiality.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children will be reminded on a regular basis of who is available at different times by class teachers and senior leaders. E.g. class teacher, lunchtime supervisors, learning mentor.
- Included in our Relationship and Health Education (RHE) curriculum are activities and opportunities for Citizenship which equip children with the skills they need to stay safe including British values, online safety and their social emotional and mental health development.

Protection

We will follow the procedures set out by the [Sheffield Children Safeguarding Partnership](#) (SCSP) to:

- Ensure we have a designated team of people including senior leaders for safeguarding who have received appropriate training and support for this role.

- That we have a nominated governor responsible for safeguarding.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the Governing Body knows the name of the designated senior person responsible for safeguarding, their role and how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, and for referring any concerns, to the designated senior person responsible for safeguarding. This includes an awareness that a child's behaviour may be an indicator of abuse.
- Notify social care if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan – Link with Attendance Policy (first day of absence contact).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences
- In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school must make a return to the local authority when a pupil's name is deleted from the admission register
- Keep written and electronic records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely – safeguarding records are kept electronically using CPOMs with only Safeguarding Team members having access to the records.
- Follow the Local Authority policy and procedures where an allegation is made against a member of staff or volunteer in line with guidance from the Department for Education.
- Use physical intervention/reasonable force by staff as a last resort. It will usually only be used by staff who are Team Teach trained for de-escalation and physical intervention. This will be used when necessary: to avert potential danger and to prevent pupils from harming themselves or others, seriously damaging property; committing a criminal offence; from engaging in any behaviour which may detrimentally affect good order and discipline in school – in accordance with Sheffield Safeguarding Board policy on restraint.
- A member of the Safeguarding team will complete any requests for information i.e. MACF (Multi-Agency Confirmation Form) forms MARAC (Multi-agency Risk Assessment Conference) forms

Support

We will:

- Follow the procedures set out in the Safeguarding Children Board Procedures where it is believed that a child is suffering, or is at risk of, significant harm or there are concerns about a parent/carer's well-being.
- Support children who are identified as being in need by designating an adult with whom they can build a positive relationship of trust.
- Members of the safeguarding team will use 'Signs of Safety' guidance to assess and protect children. This may include a discussion on: What are we worried about? What is working well? What needs to happen? This approach may also be used with children under the 3 houses approach (House of worries, good things and dreams).
- The DSL will decide who needs to know and be involved in further investigations.
- The DSL and DSDs will attend all meetings wherever possible.
- The DSL will decide who needs to be aware of the situation and be involved to support the child.
- Where children are placed in alternative provision arrangements Westways Primary School will retain responsibility for their safeguarding and well-being.

How the setting will respond to safeguarding and child protection concerns

Safeguarding responsibilities

It is essential that everybody working in a school or college understands their safeguarding responsibilities.

We have a team of people directly leading safeguarding who oversee the care and provision for all children. We will ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead and Deputies responsible for child protection and safeguarding and their role (see safeguarding front sheet available in staff induction pack, main entrance, reception and school's website).

All concerns, incidents and referrals will be written on Child Protection Online Monitoring System (CPOMS) or in writing and will be shared with the Safeguarding Team in school

The Safeguarding team will devise a plan of action and where appropriate seek advice and support from the Sheffield Safeguarding Hub (Telephone number - **0114 2734855**)

The safeguarding team, where appropriate, will share their concerns with the child's parents/carers and class teacher.

The Safeguarding team will ensure that information is stored safely and shared with the appropriate child services if necessary.

Young people's development and viewpoint

We adopt a child-centred approach, ensuring that there is a 'listening culture' to empower children and young people to speak out about any concerns that they might have and that their wishes and feelings are actively sought when addressing any concerns or liaising with other agencies.

Safeguarding is taught as part of a broad and balanced curriculum at Westways and is reflected through our Relationships Health Education; and Online Computing teaching and learning. Our intent is to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help.

Involving our setting's community

This safeguarding policy is made available on the school website, with other linked policies. The safeguarding team are made known to the community through the website (also found at the start of this policy) and also around the school building in communal areas including the school reception and office area. The school holds regular community events such as community engagement coffee mornings and school drop ins. At the start of each academic year, the school holds parent and carer "introductions to the year group" meetings where the safeguarding team are made known.

Part 2: Safeguarding and Child Protection Procedures

Keeping young people safe - what we do today and every day

Our knowledge and understanding of safeguarding as a community

At Westways we undertake regular training to develop staff understanding of current safeguarding guidance, issues and procedures. This takes the form of regular in person and online training led by the Safeguarding Team. This includes, but is not limited to:

- All Staff receive training on an annual basis when KCSIE is reissued. The minimum is reading and understanding Part 1 of the guidance.
- All staff will have an update of their basic safeguarding training every three years. The last date for this was 3rd September 2024.
- All staff will be reminded of the procedures at the beginning of each term and as deemed necessary throughout the year, and when the policy is updated.
- All new staff and volunteers receive an in person Safeguarding Induction with a member of the Safeguarding Team prior to commencing placement.
- Supply staff and visitors receive a safeguarding overview as part of their information pack on arrival.

As part of our ongoing commitment to safeguarding, a “Safeguarding Spotlight” is issued every week in the staff update, and spot checks on knowledge and understanding are undertaken via online quizzes which are monitored by the Safeguarding Team.

How we keep young people safe

At Westways Primary School we promote a culture of curiosity, recommending and encouraging staff to raise any concerns that they have with regards to the safety of children within the setting, with either the Designated Safeguarding Lead or the Designated Safeguarding Deputies.

Safeguarding concerns are also recorded on an electronic system (CPOMS) for which all staff have a log-in and have received training.

The Safeguarding Team regularly relay to staff that CPOMS is not a communication tool - any concerns must be reported in person to a member of the Safeguarding Team at the earliest opportunity so that next steps can be taken in a timely manner.

Concerns regarding safeguarding are recorded by the member of staff who has the concern, and this is then further shared with the Designated Safeguarding Lead or the Designated Safeguarding Deputies.

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

Children must **not** be told that any disclosures will be kept secret because information may need to be reported to the Local Authority’s Designated officers (LADO), Social Care or the police, however, the adult dealing with a concern should not discuss the matter with anyone other than the Safeguarding Leads.

Children should know that someone else may need to be told in case further action needs to be taken to keep them safe.

Factual information is essential and how it should be recorded i.e:

- the date and time of the alleged incident and/or when the concern was initiated

- the nature of the concerns and what gave rise to them
- the action they have taken and the nature of involvement by others

It is essential that the member of staff does not 'question' the child as this may prevent other services from being able to interview the child at a later date. However in order to be accurate a staff member can seek clarification from the child.

If signs of injury/marks, a body map is completed.

The Governing Body will be informed regularly of any safeguarding issues arising in school. General information only will be used in order to maintain confidentiality for the sake of the child and to protect evidence that may be needed for any future prosecutions.

Safer Recruitment

Westways Primary School will practice **safer recruitment** in checking the suitability of staff, and volunteers, governors and staff employed by another organisation to work with children and young people and maintain an up to date **Single Central Record** in line with Keeping Children Safe in Education (2024).

Ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate child protection checks and procedures have been completed on those staff.

What to do if there is a Child Protection concern?

If any member of staff, volunteer or member of the Safeguarding Team is concerned that a child has been harmed or is at risk of harm then a telephone call should be made to the Sheffield Safeguarding Hub on 0114 273 4855 (24 hours) to speak to a social worker. If a child is in immediate danger then call 999 for a police response.

What will happen when I contact the Sheffield Safeguarding Hub?

You will be put through to a trained 'screening' social worker, who will:

- Take information from you
- Provide a clear and focused telephone conversation
- Analyse your information and give you clear advice in a way that is easily understood
- Make a decision on how the concern will be dealt with
- Tell you what will happen next

If the concern is progressed they will also;

- record the discussion on the child's file and progress the contact as agreed
- Update parents, carers and professionals of the outcome, in writing, within 3 days of all completed referrals where it is safe to do so.

The hub;

- Includes South Yorkshire Police Officers, Social Workers including Early Help Prevention and Intervention Social Workers, Independent Domestic Violence Advisers and Health staff

- Will respond to **new** concerns about vulnerable children and young people by providing an integrated service with swift and secure information sharing between professionals
- **Will signpost to** Early Help services where children are not at risk but may need support
- **Will advise professionals to contact the allocated social worker for open cases**
[Children's Social Care](#)
- **Does not** replace calling the police – for non-urgent matters for police attention ring **101**
- **If a child or young person is in immediate danger, contact the police on 999**

Further Information for people who work with children and families

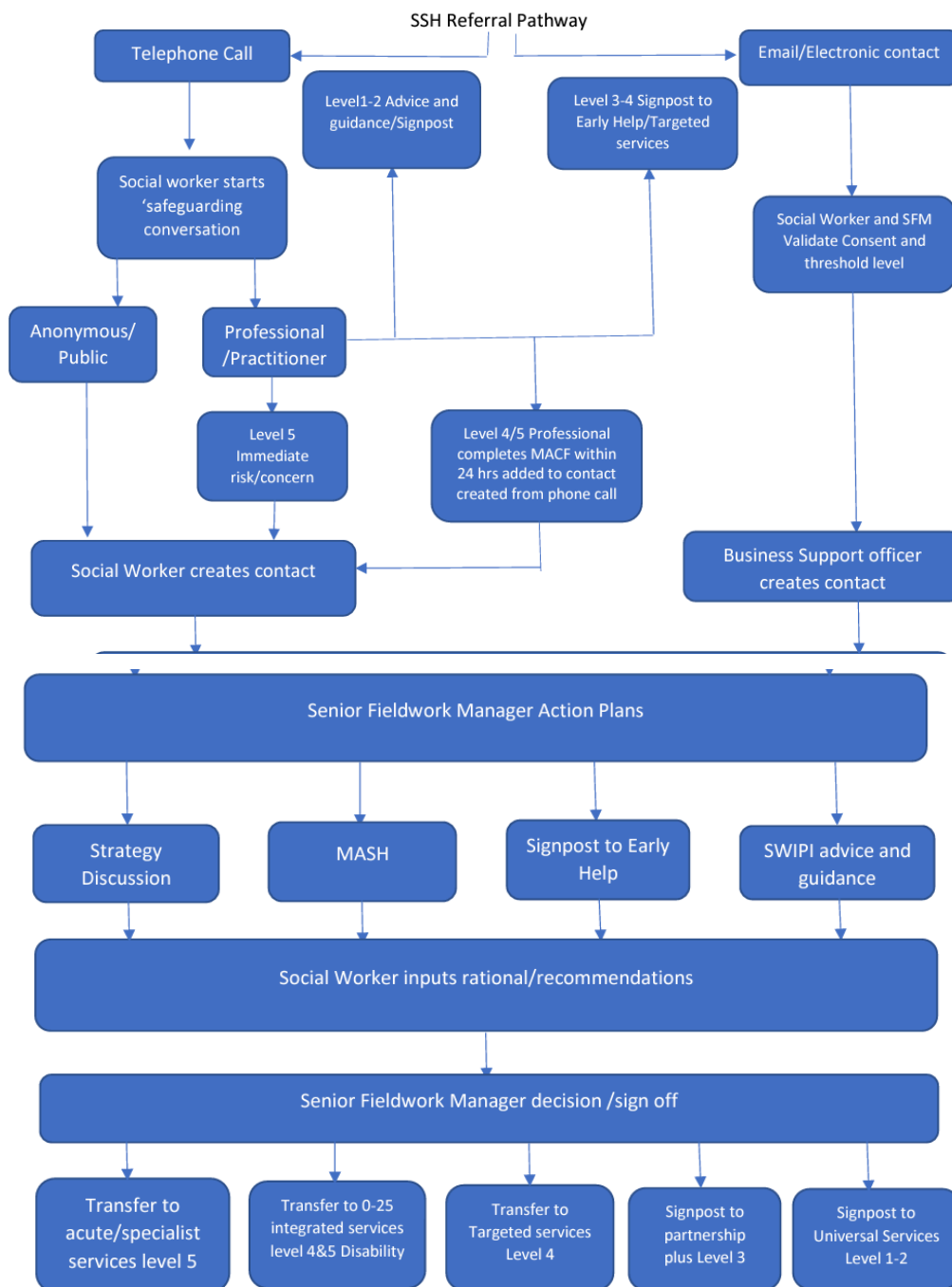
To Access Early Help please complete the following:

- [Early Help Assessment form](#) where the children's needs meet [Thresholds of Need Levels 2 and 3](#)
- For further advice see [this page](#) and ring the **Family Intervention Service** on **0114 2037485**

You should also:

- Follow the guidance [Making a Referral following the Identification of Child Safety and Welfare Concerns](#) (SCSP Child Protection and Safeguarding Procedures Manual).
- Inform the family that you are contacting Children's Social Care unless this will put the child at risk (it is not essential to obtain consent for information sharing with other professionals, however if consent is obtained this will speed up decision making).
- Be clear about your safeguarding concern, what it is and who it is about.
- Refer to the [Thresholds of Need Guidance](#) to support the judgement about the level of concern being raised.
- As advised by your agency, follow up your contact with the Safeguarding Hub by completing a [Multi-Agency Confirmation Form MACF \(September 23\)](#)

Flow chart reflecting Sheffield Safeguarding Hub Pathway



Potential Risks to Young People

Abuse, Neglect and Exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Indicators 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or 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 in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Online Safety: Government guidance is available to support the teaching of online safety in schools. This outlines how school can ensure pupils understand how to stay safe online: [Teaching online safety in schools \(January 2023\)](#)

The school uses a firewall to protect the children from accessing inappropriate content whilst using our laptops and tablets. Our designated online safety coordinator is notified if an attempt is made to

view any inappropriate content, he will be informed of the child's name and the information they have searched for.

Child Sexual Exploitation (CSE): 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.

Child Criminal Exploitation (CCE): Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

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

Female Genital Mutilation (FGM): This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and mandatory reporting to the Police will commence in October 2015. FGM is classified as a form of child abuse for girls under 18-years-old, one which has long-lasting harmful consequences. Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally as well as physically.

Indicators of FGM:

Staff may become aware of a student because:

- She appears anxious, depressed and withdrawn
- Her educational performance, aspirations or motivation may decline
- She absents herself from lessons, possibly spending prolonged periods in the bathroom
- Her friends report their concerns

Girls may be most at risk during the summer holiday, so though staff will pay attention throughout the year they may pay particular attention in the summer term, and when girls return to school in the autumn.

- We will create an 'open' and supportive environment by:
- Raising mandatory reporting duty & awareness of FGM among all staff (e.g. training, briefing sessions, guidance, etc.)
- Ensuring that the safeguarding team is fully aware of the issues around FGM
- Introducing FGM through body awareness into the school curriculum within relevant classes.

Actions:

- Talk about FGM professionally & sensitively
- Explain that FGM is illegal in the UK and that survivors will be protected by the law
- If you are concerned that a pupil is at immediate risk of, or has undergone FGM, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately. If a teacher* discovers or is told FGM has occurred they must report this directly to the police using 101 as well as to the DSL/DDSL
- If FGM is *suspected* usual safeguarding procedures apply

*Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': 'teacher means a person within section 141A(1) of the Education Act 2002 persons employed or engaged to carry out teaching work at schools and other institutions in England.

The DSL/D must:

- Make an immediate referral into Children's Social Care for further investigation alongside the Police and health services
- Talk to the student about why they have made a referral (particularly if against their wishes)

Staff should not:

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

Agencies will always work with parents & wider family on a voluntary basis to prevent the abuse, including community leaders & organisations. In all situations, the girl should be offered counselling and medical help and assess other related females who may be at risk.

Useful resources on FGM:

- Multi-agency statutory guidance on female genital mutilation
- [Female genital mutilation: guidelines to protect children and women](#), HO & DFE 14
- Sheffield Safeguarding Children Board Child Protection and Safeguarding Procedures Manual – [Female Genital Mutilation](#)
- Sheffield Safeguarding Children Board (SSCB) FGM fact sheet

Child on Child Abuse: This abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences; result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm. Children or young people who harm others may have additional or complex needs for example:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse - including where they see, hear or experience its effects
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but staff should be aware that emotional bullying can sometimes be more damaging than physical

bullying.

Contextual Safeguarding: Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm **beyond their families**. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Always consider the places where children are at risk. It may be in the home but can also be in the neighbourhood, with a peer group, a place in the school, places that children visit such as the park and shops. Remember that abuse can happen outside of the home. If you are unsure contact a member of the safeguarding team for advice or call the safeguarding hub.

Prevent Duty: At Westways we follow guidance which reflects our duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

In line with the Prevent Duty 2015 and section 26 of the Counter-terrorism and Security Act 2015 have '*due regard to the need to prevent people from being drawn into terrorism*' which includes:

- assessing the risk of children/young people being radicalised
- building children/young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- Identify children who may be vulnerable to exploitation (criminal and sexual), and know what to do when they are identified.

Other Safeguarding Procedures

Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative Provision DFE statutory guidance, and
- Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.

Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff

and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of not; working alone with a child, guidance around physical interventions, avoiding cultural and gender stereotyping, confidentiality and dealing with sensitive information, personal use of social media and the need for privacy settings.

Physical Contact & Physical Intervention/Reasonable Force

Members of staff may sometimes have physical contact with pupils. This might be walking together around school or on a trip, comforting distressed pupils or giving first aid. Staff might also need to use physical contact to prevent pupils from hurting themselves or others, damaging property or causing disorder. All staff have the legal power to use reasonable force but should only make physical interventions with children when:

- If it is necessary to protect the child from immediate danger. All staff would do what is reasonably proportionate and necessary to protect the child from harming themselves or others.
- Staff should explain to the child/other children in the area what they are doing and why - this prevents misunderstandings.
- Certain members of staff are trained in physical intervention (Team Teach) procedures and they should be called upon where this is necessary wherever possible.
- Incidents involving physical intervention will be recorded on CPOMS and parents informed in every case.

Site Security

- Children are never allowed to leave the school site without adult supervision during the school day
- Visitors use the main entrance and report to the main office on arrival where they will be asked to sign in and given a visitor's badge with their photo visible
- Unknown adults on site must always be challenged by a member of staff

Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse.

Operation Encompass

Westways Primary School is part of a project called Operation Encompass. This runs jointly between schools and South Yorkshire Police. Operation Encompass is the notification to schools that a child (under 18) has been exposed to, or involved in, any domestic incident. This will ordinarily be done by the start of the next school day.

Operation Encompass will ensure that a specifically trained member of the school staff, known as a Designated Safeguarding Lead (DSL), is informed. The DSL can then use the information, in confidence, to ensure the wellbeing of the child. The school may be able to make provisions or adjustments to assist the young person and their family.

Safeguarding Staff

As part of our duty of care to staff we will:

- Be sensitive to changes in the behaviour of and/or circumstances of colleagues and notify a member of the Senior Leadership Team so that appropriate support can be given.
- Collect and securely store information pertaining to colleagues next of kin and any medical needs
- Provide photo identification and update colleagues Disclosure and Barring Service checks in

line with school policy

- Uphold local authority policies relating to staff welfare.

Monitoring and Evaluation will consist of

- Link Governor monitoring at halfway point in review cycle.
- Reports at full Governors meeting and committees.
- Reports from staff and Headteacher's termly reports to Governors
- Annual Headteacher and Governors Safeguarding Report with subsequent action points.

Teacher misconduct

The Teaching Regulation Agency (TRA), acting on behalf of the Secretary of State for Education, is responsible for investigating allegations of serious misconduct against teachers and head teachers in schools in England. If a teacher is dismissed the Head teacher will refer to the Secretary of State where the 'prohibited list' is maintained by the Secretary of State under section 141C (1) of the Education Act 2002.

Data Protection Act and the UK GDPR

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.

In addition, see the DfE Data Protection guidance for schools, which will help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

Confidentiality

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know. Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the safeguarding lead/deputy

Record keeping and records management at Westways

Westways stores confidential records both electronically and also as paper records and in particular any original documents. Westways abides by data protection principles with regard to records containing personal information.

Our records are:

- Adequate, relevant and not excessive for the purpose(s) for which they are held
- Accurate and up to date
- Only kept for as long as necessary 15 Information is kept secure by:
- Compiling and labelling files carefully
- Keeping files containing sensitive or confidential data secure and only allowing access to them on a 'need to know' basis.

Retention periods

Child protection records should be passed to any new school the child attends and kept until they are 25. In some cases, records can be kept for longer periods. Some records are subject to statutory requirements and have a specific retention period.

This includes:

- Children who have been looked after by the local authority
- Adopted children
- Registered foster carers
- Residential children's homes

Destruction of child protection records

When the retention period has ended confidential records will be destroyed and any electronic records will be purged. All electronic and paper records will be kept securely and in confidence.

Records will be transferred securely if a pupil leaves Westways to attend another school. Copies of any records held by the school are sent to secure archive storage.

Whistle blowing and what staff should do if they have concerns about safeguarding practices within the school

Appropriate whistleblowing procedures should be in place for concerns to be raised with the school or college's senior leadership team. Where staff feel unable to raise an issue with their employer or feel that their genuine safeguarding concerns are not being addressed, an NSPCC whistleblowing advice line is available. Staff can call 0800028 0285 – 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

Appendices:

[Link to KCSIE 2024 Part 1](#)

[Link to KCSIE 2024 with reference to Appendix F \(substantive changes to KCSIE 2023\)](#)

[Link to Working Together to Keep Children Safe 2023](#)

[Link to supporting policies at Westways:](#)

Linked Policies	<ul style="list-style-type: none">- Online Safety Policy- Attendance Policy- Behaviour and Relationship Policy- SEND Policy and SEND Information Report- Code of Conduct Policy- Anti-Bullying Policy- Whistleblowing Policy
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