

Safeguarding Policy

Reviewed: October 2020

Wharncliffe Side Primary School

If you have any concerns about a student at this setting please share this information with us straight away. Issues such as appearance, hygiene, behaviour, can be shared with teaching or support staff. Do not worry about reporting small matters – we would rather you tell us than miss a worrying situation.

However, if you think that a student or an adult who cares for them has been or might be harmed; please talk to a member of our trained safeguarding team immediately (details below).

You can ask any member of staff to find them and speak to you about a confidential and urgent matter.

If you are unhappy with the way we have dealt with something, please tell us. If you wish to report it to us formally please use our complaints procedure or write directly to the Head Teacher or Chair of Governors.

A concern, allegation or disclosure of abuse involving someone working with children or adults in a paid or unpaid capacity **must** be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

Our Headteacher / Designated Safeguarding Lead is:

Mr Matt Gaughan

His office is located next to the [main](#) entrance.



Designated Safeguarding Deputy / SENDCO:

Ms Anna Greasley

She can be found in the IR



Designated Safeguarding Deputy:

Mrs Olivia Knight

Her office is located in the Nursery

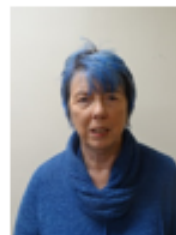


Our Chair of Governors (& Safeguarding Governor):

Mrs Sue Brookes

She can be contacted via email:

chair@wharncliffeside.sheffield.sch.uk



Contact us by telephone: (0114) 2862379

Safe inclusive learning environment where students:

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

Trained volunteers, staff & management:

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

Early help & support:

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

Secure information access, storage & sharing:

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

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

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

A child is anyone under 18 years old

'Working Together to Safeguard Children', OFE 18

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

Partnership with parents and carers:

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

Safeguarding policies, procedures & guidance:

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

Safe recruitment & management practices:

- Ensure unsuitable people do not work with children
- Positive & open culture and environment
- Whistle-blowing process for staff concerns about organisational practice
- Report all allegations of abuse by staff, carers or volunteers

Coordinated approach to concerns:

- Quick staff response to inform DSL/D about student concerns
- Timely referrals to Children's Social Care & Police where risk of significant harm exists
- Work with all agencies to support students & families through multi-agency meetings e.g. child protection conferences, plans & actions

This policy has been written using guidance from 'Keeping Children Safe in Education' (2020) and the Sheffield Safeguarding Hub.

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1. Introduction: A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).

2. 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.

3. 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.

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

- *protecting children from maltreatment;*
- *preventing impairment of children's 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.*

5. Children includes everyone under the age of 18.

2. The role of school staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. **All** staff have a responsibility to provide a safe environment in which children can learn.

8. **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 foundation years through to the teenage years.

9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 36-47. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

3. Links to other policies

13. This policy relates to the following policies and procedures:

- Behaviour (including exclusions)
- Attendance
- Anti-bullying
- Health & Safety
- Equality
- Online safety
- First Aid
- RSE
- Complaints

4. Training

The DSL and DSDs complete the Annual Safeguarding Refresher training in conjunction with the Sheffield Safeguarding Hub. This is in addition to other training as appropriate to their role; including Under-Fives Safeguarding training, Prevent training and Safer Recruitment training. The headteacher keeps a record of safeguarding training completed by all staff.

14. **All** staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates (for example, via email, weekly bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. **All** staff should be aware of their local early help process and understand their role in it.

16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and

section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

5. What school and college staff should look out for:

Early help:

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

- *is disabled and has specific additional needs;*
- *has special educational needs (whether or not they have a statutory Education, Health and Care Plan);*
- *is a young carer;*
- *is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;*
- *is frequently missing/goes missing from care or from home;*
- *is at risk of modern slavery, trafficking or exploitation;*
- *is at risk of being radicalised or exploited;*
- *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; and*
- *is a privately fostered child.*

Abuse and neglect:

19. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

20. **All** school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Indicators of abuse and neglect

21. **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.

22. **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.

23. **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.

24. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 (see paragraph 27).

25. 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.

Safeguarding issues

26. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

27. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

Peer on peer abuse

28. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- *bullying (including cyberbullying);*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*
- *sexual violence, such as rape, assault by penetration and sexual assault;*
- *sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;*
- *upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;*
- *sexting (also known as youth produced sexual imagery); and*
- *initiation/hazing type violence and rituals.*

29. **All** staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Serious violence

30. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

31. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

Female Genital Mutilation

32. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), 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. See Annex A for further details.

Contextual safeguarding

33. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Mental Health

34. All staff should also be 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.

35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

36. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

38. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

6. What school and college staff should do if they have concerns about a child:

39. Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

40. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 16 for a flow chart setting out the process for staff when they have concerns about a child.

41. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

42. Options will then include:

- *managing any support for the child internally via the school's or college's own*
- *pastoral support processes;*
- *an early help assessment; or*
- *a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.*

43. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

44. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Early help

45. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

46. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

The phone number for the Sheffield Safeguarding Hub is (0114) 2734855

What will the local authority do?

47. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- *the child requires immediate protection and urgent action is required;*
- *the child is in need, and should be assessed under section 17 of the Children Act 1989;*
- *there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;*
- *any services are required by the child and family and what type of services*
- *further specialist assessments are required to help the local authority to decide what further action to take;*

- *to see the child as soon as possible if the decision is taken that the referral requires further assessment.*

48. The referrer should follow up if this information is not forthcoming.

49. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

50. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

7. Record keeping

51. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Wharnccliffe Side School uses CPOMs – a secure online tool for recording notes relating to safeguarding & child protection. All staff can access this in order to add information and alert relevant staff members – but this does not replace immediate face-to-face reporting. Only the DSL and DSDs have access to and can search the entire database. If a child moves on from our school (e.g. secondary transition), CPOMs records can be transferred if the receiving school uses it. If not, they can be printed and hand-delivered to the relevant member of staff.

Where paper copies of documents need to be kept, these are locked away securely and only the safeguarding team have access to them.

The headteacher keeps a 'Safeguarding Tracker' document which is updated when required and includes brief details of all current cases (including those being monitored). This also includes contact details such as allocated social workers.

8. Monitoring and evaluation

An anonymous summary of safeguarding issues is shared with governors on a regular basis and 'safeguarding' is a standing item on all meeting agendas.

There is a safeguarding link governor who works with the DSL to complete the 'Governors' Safeguarding Checklist' on an annual basis. We also complete the LA's 'Annual Safeguarding Report'; identifying actions required and putting them into practice ASAP.

9. Whistleblowing:

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- *this should be referred to the headteacher or principal;*
- *where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and*
- *in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.*

What school or college staff should do if they have concerns about safeguarding practices within the school:

52. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

53. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

54. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them – see separate 'Whistleblowing' policy.

10. Specific guidance from the Sheffield Safeguarding Hub:

The following hyperlinks will take you to the relevant specific guidance on the Sheffield Safeguarding Hub website, updated in September 2020. If not viewing this policy electronically, you can go to <https://www.safeguardingsheffieldchildren.org/sscb/education/policies-procedures> to see the full list.

- [Coronavirus and Safeguarding, Sept 20A](#)

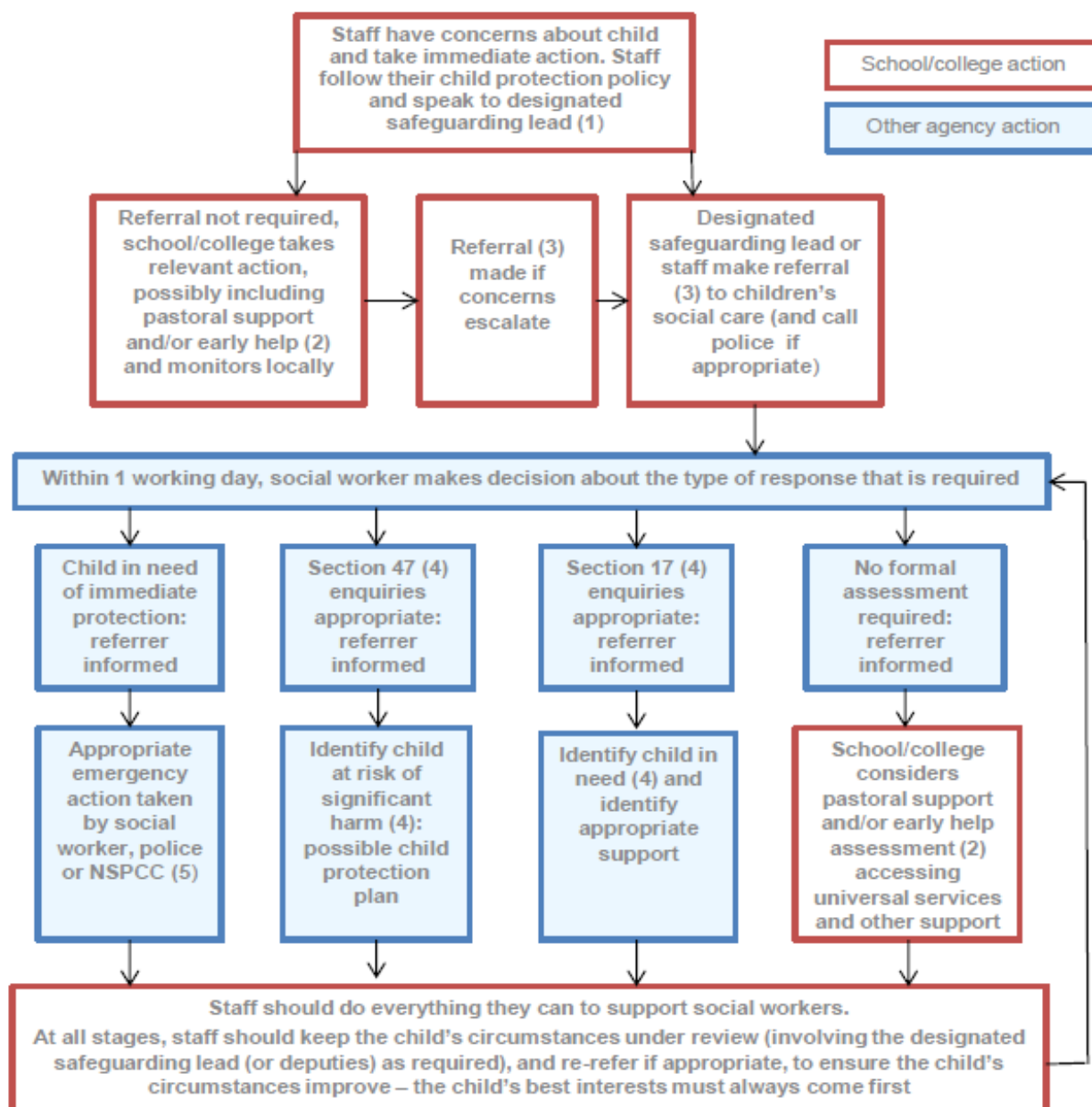
Policies and Procedures 2020-21:

- [Abuse & Neglect, Sept 20A](#)
- [Abuse linked to faith & cultural practice, Sept 20A](#)
- [Allegations of Abuse against Staff & Volunteers in Education Settings, Sept 20A](#)
- [Alternative Education Provision, Sept 20A](#)
- [Behaviour Guidance & Positions of Trust, Sept 20](#)
- [Bullying, Sept 20A](#)
- [Child Criminal & Sexual Exploitation, Sept 20A](#)
- [Children missing from education, home or care, Sept 20A](#)
- [Designated Safeguarding Lead & Deputy Role, Sept 20A](#)
- [Domestic Abuse, Sept 20A](#)
- [Early Help, Sept 20A](#)
- [First aid & medical conditions, Sept 20A](#)
- [Governing Body Role, Sept 20A](#)
- [Information Sharing, Sept 20A](#)
- [Mental Ill-Health, Sept 20A](#)
- [Online Safety, Sept 20A](#)
- [Peer abuse & assessment, Sept 20A](#)
- [Photographs, video's & images, Sept 20A](#)
- [Preventing extremism & radicalisation, Sept 20A](#)
- [Private fostering & host families, Sept 20A](#)
- [Pupil Transitions, Sept 20A](#)
- [Reasonable force, searching & screening, Sept 20A](#)
- [Referring your safeguarding concerns, Sept 20A](#)
- [Safeguarding files & access requests, Sept 20A](#)
- [Safer Recruitment, Sept 20A](#)
- [Sexualised behaviour, Sept 20A](#)
- [Special Education Needs & Disability \(SEND\), Sept 20A](#)
- [Staff Safeguarding Supervision, Sept 20A](#)
- [Substance misuse, Sept 20A](#)
- [Training Pathway - Safeguarding in Education Settings, Oct 20A](#)
- [Under 5's in Schools, Sept 20A](#)
- [Whistleblowing, Sept 20A](#)

This policy will be reviewed every October to take account of new 'Keeping Children Safe in Education' guidance (or before if necessary).

11. Action Flowchart:

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).