



Norton Free C of E Primary School

CHILD PROTECTION POLICY & PROCEDURES

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Author	David Holland
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Norton Free Church of England Primary School

Safeguarding and Child Protection Policy September 2025

Safeguarding is everyone's business and it could happen here!

We ALL have a statutory duty to:

"Safeguard and promote the welfare of children"

Our Vision Statement: *'Our school is a caring, Christian Community, with Jesus Christ at the heart of everything we do. It provides a safe, nurturing environment enabling all children to flourish, to be the best they can be, to value themselves and others and to live joyfully and in peace'*

Norton Free C of E Primary School fully recognises its responsibilities for child protection and safeguarding. We aim to make children feel happy, safe and secure in their environment so that they may grow socially, emotionally, intellectually and morally. The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, race, culture or disability. They have a right to be safe in our school.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. Our teaching and ethos is based upon the core values of respect, co-operation, perseverance, equality, caring for others and responsibility. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

Our policy, which is reviewed and approved by the governing body annually, applies to all staff, governors and volunteers working in the school.

There are seven main elements to our policy:

- A. Raising awareness of child protection issues with staff and equipping children with the skills needed to keep them safe.
- B. Ensuring, we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with our pupils.
- C. Training and supporting our staff to equip them to appropriately recognise, respond to and support pupils who are vulnerable and may be in need of safeguarding.
- D. Implement and review regularly, in the light of experience, our procedures for identifying and reporting cases, or suspected cases, of abuse.
- E. Supporting children who have been abused in accordance with his/her agreed child protection plan.
- F. Establishing a safe environment in which pupils can learn and develop.
- G. Supporting Looked After Children.

This Safeguarding policy draws upon the most recent guidance for Safeguarding in educational settings including; • The Children Act 1989 and 2004 • The children and Families Act, 2014 • DfE's statutory guidance; 'Working Together in Sheffield Schools' (September 2015), 'Allegations of abuse against staff in all education settings' (September 2012) and 'Keeping Children Safe in Education' (September 2025). • The Counter-Terrorism and Security Act (PREVENT) 2015 *All policies and documents relating to safeguarding have been produced in accordance with the most recent guidance from the Sheffield Safeguarding Board (SSCB). • Working Together to improve school attendance 2024 • Relationships and sex education (RSE) and health education 2025

Definition of safeguarding and promoting the welfare of children has been amended to reflect the updated Working together to safeguard children December 2023. It is defined 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

We will follow the procedures set out by the Sheffield Safeguarding Children Board in the Sheffield Safeguarding Procedures. www.safeguardingsheffieldchildren.org.uk and take account of guidance issued by the Department for Education Working Together to Safeguard Children (December 2023). The school has carried out an audit of its Safeguarding role and continues to keep this under review.

A. Raising awareness of child protection issues with staff and equip children with the skills needed to keep them safe.

We recognise that because of the day to day contact with pupils, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. Examples of this are: Devised assembly themes and values, Circle time, PHSE, School Council and Eco Council meetings and school ethos. Children support one another through Sports Ambassadors.
2. Raise awareness through the whole school teaching and approach, using JIGSAW on a weekly basis to prepare children for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

3. Ensure children know that there are adults in this school whom they can approach if they are worried. There is a 'Worry Box' in each classroom, where children can write a note or just their name on a slip of paper and this will be followed up by a member of the teaching or support staff. The school ethos allows lots of opportunities for children to talk to all adults in school every day.
4. Include opportunities in the PHSE curriculum and assemblies for pupils to develop the skills they need to recognise and stay safe from abuse. Examples of this are: Developing self-esteem and through 'Keeping Safe' assembly themes.
5. Ensure that parents have an understanding of the responsibility placed on the school and all staff for child protection by setting out its obligations.

B. Ensuring, we practice safer recruitment by checking and continually assuring ourselves of the suitability of staff and volunteers to work with children.

1. Ensure safer recruitment practices are always followed. Every interview panel will have at least one member who has the certificate in Safer Recruitment. The DSL and DSD receive regular training updates. (Update training completed during 2024-2025 school year) We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

2. Ensure that all staff and volunteers are aware of the Behaviour Guidelines as detailed in the Sheffield Safeguarding Children Policy. Also staff have read and signed the Staff Information Systems Code of Conduct.

3. Follow Sheffield's Model Procedure for the Management of Allegations of Abuse where an allegation is made against a member of staff or volunteer. This will include in the first instance seeking advice from the Local Authority Designated Officer (LADO), the Education Child Protection Co-ordinator and an HR officer. Where an allegation is made against the Head Teacher, the chair of governors must be informed who will seek advice from the same sources.

3b. KCSIE provides clarification on allegations against agencies and individuals.

At Norton Free, we will follow our own safeguarding policies and procedures and to inform the local authority designated officer (LADO) if a safeguarding allegation is made by the school against an external individual or organisation. These could include allegations from community groups, sports associations or other service providers running extracurricular activities. In school, information on all outside organisations is recorded and includes a list of people working in those organisations who are used in the setting both in and out of school hours.

4. As a school we will obtain an enhanced DBS check (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children, i.e. where they are unsupervised and teach or look after children regularly, or provide personal care on a one-off basis in school.

5. At Norton Free we will use the TRA's Employer Access service to make prohibition, direction, restriction, and children's barred list checks. The service is free to use and is available via the TRA's web page. We will also use Employer Access service to carry out a range of 'teacher status checks' including verification of qualified teacher status (QTS) and the completion of teacher induction or teacher probation via GOV.UK.

6. At Norton Free we will explicitly tell job applicants about online searches. KCSIE guidance states that schools and colleges must let potential candidates know that online searches will be done as part of due diligence checks ahead of their interview. This will help to provide reassurance about conducting online checks of potential new hires to check for any public incidents or issues that might need to be discussed ahead of a hiring. It will also help candidates to prepare to answer questions around public incidents from their history.

C. Training and supporting our staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding.

1. Ensure we have designated senior staff for child protection who have received appropriate advanced training and support for this role. Staff will access safeguarding training at least every two years. Currently this is Mrs H Bell (Headteacher), Mr D Holland (Assistant Headteacher).

2. Ensure we have a nominated governor responsible for child protection and ensure that they access appropriate safeguarding training. Currently this is the Chair of Governors, **Mr D Thaw**. The Head Teacher reports to the Governing body annually on school safeguarding activity over the previous year. The DSL/DSD will be available to meet with the governor responsible for safeguarding once each term.

3. Ensure every member of staff (including temporary, supply staff, contracted staff and volunteers) and the governing body knows the name of the designated senior staff responsible for child protection and understands their role. The induction process includes this policy being made available to staff. Any supply staff are given information about Safeguarding procedures before they start work.

4. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated senior staff responsible for child protection. All members of staff will receive training in safeguarding annually and a record of attendance kept in the school.

5. Ensure that all staff have read section 1 of Keeping Children Safe in Education: Updated September 2025 and are aware of changes, which have been made. All staff receive timely updates, including inset-training updates on return to school each September. This was completed on Monday 1st September 2025.

D. Implement and review regularly, in light of experience, our procedures for identifying and reporting cases, or suspected cases, or abuse.

1. Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
2. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences and core groups and the provision of relevant reports.
3. Maintain links with relevant agencies when children and families are seeking support and help under Family CAF or under Children in Need Planning.
4. Keep written records of concerns about children, even where it is decided that there is no need to refer the matter immediately. These records will be kept separately from the child's education record.
 - All safeguarding concerns are recording in a timely manner on CPOMS and the DSL or DSD are notified.
 - Weekly Report Sheets are used for children where there are ongoing concerns where it is felt that a referral / FCAF may be needed, they are also used where there are ongoing social care services involved.
5. When making a referral, the school will complete a referral form, sending one copy to Children and Young Peoples Services and keeping one copy for the child's safeguarding records. Parents will be involved in the referral process as much as possible but school will seek advice from Social Care Services if it is thought it is safer and in the best interest of the child not to do so.
6. Ensure all records are kept secure; separate from the main pupil file, and in locked locations.

7. Attendance - Have clarification on pupils that are absent

At Norton Free we identify immediately and obtain clarification for any pupils who are absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation. The school works closely as a team to identify children with a low attendance and is supported by the local authority and other outside agencies to monitor and track specific individuals and families. At Norton Free we understand that 'Working Together to improve school attendance 2024' is statutory guidance, so "schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance" Norton Free will work with the children's services where school absence indicates safeguarding concerns

E. Supporting pupils who have been abused in accordance with his / her agreed child protection plan.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in their lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

1. The content of the curriculum. An example of this is PHSE.
2. The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. This is promoted through our school values and PHSE.
3. Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Primary Health Care Services, Multi Agency Support Team (MAST) and Education Psychology Service.
4. Ensuring that, where a pupil who is the subject of a child protection plan leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed. Child protection information will be transferred securely and separately from the child's education file. If the school is out of Sheffield then the file will be sent by recorded delivery.

F. Establishing a safe environment in which children can learn and develop.

1. The school will keep up to date the Single Central Record in line with DFE guidance, 'Keeping Children Safe in Education' to ensure that identity checks have been carried out, that DBS checks have been completed as appropriate and the date recorded. Required qualifications for any posts are recorded alongside any professional registration details.
2. In creating a safe environment for children and young people the school has an anti-bullying policy, the impact of which is regularly reviewed and evaluated.
3. Processes for children and young people to report concerns or make complaints about others are understood by both children and staff. The means by which this should be done are well advertised and understood by all. In this school this is achieved through: assemblies, school/ECO council meetings and PSHE / circle time.
4. As stated in the policy The Use of Force to Control and Restrain Pupils - the use of physical intervention with young people will only be used:
 - When circumstance require it in order to prevent harm to the child, to other young people, to an adult.
 - If he / she is causing damage to property (including the pupil's own property)

- If he / she is engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Any use of physical intervention should be reported to the Head teacher without delay and the relevant report form completed. The schools policy 'The Use of Force to Control and Restrain Pupils' gives full details of expected practise.

5. Security within the school is carefully managed and reviewed annually. All visitors to the school must sign in and show any official identification.

6. The school is fully aware of the relevant Health and Safety legislation and complies with all aspects of this in order to keep both pupils and staff safe. Risk assessments are undertaken when required and advice is sought from the Local Authority Educational Visits Coordinator as appropriate.

7. Staff are aware that the section entitled "children who are lesbian, gay, bi or trans" has been replaced by the phrase "children who are lesbian, gay, bisexual, or gender questioning".

At Norton Free we will ensure that topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment. Pupils will be taught to understand the importance of equality and respect.

At Norton Free we will take an appropriate approach to support a gender questioning child and:

Consider the broad range of the individual's needs

Do this in partnership with their parents

Include any clinical advice that is available

Consider how to address wider vulnerabilities, such as the risk of bullying

'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

8. This policy will be made available to parents on request and a copy is available at the school office.

G. Supporting Looked After Children

The designated person responsible for Looked After Children is **Hazel Bell** (Headteacher).

1. Each Looked After Child has a Personal Education Plan (PEP) to provide:

- A record of progress and achievement
- Short and long term targets and goals

- An opportunity for the child to voice his / her wishes and views
 - An academic record
2. The school will follow the roles and responsibilities as set out in the Practitioners Handbook for the Education of Looked After Children produced by Sheffield City Council. A copy of this is kept in the Headteacher's office and is available for parents to see.

Child Protection Procedures: There is a named person in our school who is the Designated Safeguarding Lead (DSL), this is **Mrs H Bell**. There are 2 deputy DSD (Designated Safeguarding Deputy), **Mr D Holland and Mr R Neilson**.

If any member of staff suspects that a child in his / her class may be a victim of abuse, they immediately inform the named person about their concerns using CPOMS to record this. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.

Any action that the named person takes when dealing with an issue of child protection must be in line with the procedures outlined in the LA Child Protection guidelines.

The school's named co-ordinators work closely with the Safeguarding Team when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, but the interest of the child is a paramount importance. If a child alleges abuse, the school will seek advice from the Sheffield Safeguarding Board helpline or Children's Social Care as to what stage the parent's should be informed.

If a child protection referral is made, a case conference is held within 15 working days of the decision. The case conference offers the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held under the L.A guidelines.

We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved and what information we have given them. All safeguarding records are kept in a locked cabinet in a secure room.

Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

Definitions of abuse:

An abused child is someone under the age of 18 years who has suffered physical abuse, physical neglect, non-organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission). Children may be abused in a family or in an institution or community setting; by those known to them or, more rarely, by a stranger.

The definition of harm has recently been expanded to include 'impairment suffered from seeing or hearing the ill treatment of another.'

Some children will be deemed to be at particular risk where another child in the household had been harmed or the household contains, or is regularly visited, by a known abuser. (Schedule 1 offender.)

Throughout the document where previously the phrase 'abuse and neglect' were used, this has now been replaced by '*abuse, neglect, and exploitation*'.

Exploitation is included to remind us that abuse might not just occur in the home, but it may also occur outside of the home environment, even online. Exploitation can include instances where a child or young person may be groomed to become involved in sexual or criminal activity. This is a significant distinction where previously they may have been viewed as an offender instead of a victim.

Physical abuse:

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen's Syndrome by proxy.

Neglect:

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse:

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

Sexual abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetration or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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

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 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. Indicators to be aware of include children who:

Go missing from school or home and are subsequently found in areas away from their own

Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation Female Genital Mutilation (FGM)

FGM 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, with 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: Staff may become aware of a student because: • She appears anxious, depressed and withdrawn • Her educational performance, aspirations or motivation may decline • She may be absent 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 staff may wish to pay particular attention in the summer term, and when girls return to school or college in the autumn.

Norton Free aims to create an 'open' and supportive environment by: • Raising mandatory reporting duty & awareness of FGM among all staff, e.g. training days, briefing sessions, guidance, etc.

- Ensuring that the safeguarding team is fully aware of the issues around FGM
- Introducing FGM into the school curriculum within relevant classes, such as PSHE, Sex and Relationship Education (RSHE), Science and Citizenship.

Staff should:

- Talk about FGM professionally & sensitively • Explain that FGM is illegal in the UK and that they will be protected by the law • If you are concerned that a student is at immediate risk of, or

has undergone FGM, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately.

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.

Preventing radicalisation:

An updated definition of radicalisation, which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'

'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'

When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'

The Counter Terrorism and Security Act 2015 places a duty on Local Authorities and children's service providers to have due regard for the need to prevent young people from being drawn into terrorism **(PREVENT)**. Schools can build pupil's resistance to radicalisation by providing a safe environment for debating controversial issues, and helping them to understand how they can influence and participate in decision-making.

'Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the **designated safeguarding lead** undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation'. **In Sheffield we would expect the Designated Safeguarding Lead and Deputies to undertake this training.** From 'Prevent' which is in the policy and procedures section of the Safeguarding Sheffield Children website. [Preventing Extremism & Radicalisation, Sept 2015](#)

The 'Prevent' duty:

From 1 July 2015 all schools, FE & HE Institutions must have "due regard" to the need to prevent people from being drawn into terrorism & extremism. This means placing an appropriate amount of weight on this need when considering other factors that are relevant to carrying out your usual

functions. Extremism is defined as: • Far right views, animal rights activism, & various forms of religious fundamentalism • Opposition to fundamental values, e.g. democracy, the rule of law, individual liberty, respect & tolerance of different faiths & beliefs. Protecting students from these risks is similar to protecting them from harm and abuse. However the Prevent programme must not involve any covert activity against people or communities, but specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support.

Factors that make a student vulnerable include: • Pressure from peers, other people or the internet • Crime against them or their involvement in crime • Anti-social behaviour and bullying • Family tensions • Race or hate crime • Lack of self-esteem or identity • Personal or political grievances.

Norton Free aims to ensure that:

- Staff are alert to changes in behaviour which could indicate that a student needs help or protection
- Staff discuss & challenge ideas through the curriculum, student debates, outside speakers, etc.
- Staff understand & use the policies & procedures of the Sheffield Safeguarding Children Board (SSCB) to protect & assess students at risk. Designated Safeguarding Leads & Deputies will undertake mandatory 'Workshop for Raising Awareness of Prevent' (WRAP) training to provide briefings, awareness, advice and support to staff & volunteers
- Students are safe from terrorist & extremist material when accessing the internet
- Staff give a proportionate response to this risk. Staff will work with all services, e.g. Youth Justice, Social Care, & Community Youth Teams, to ensure the welfare of learners, staff and visitors.

If concerned a student is at risk, staff will: • Inform the DSL/D immediately • The DSL/D can assess the needs of the student & their family with their consent through a Family Common Assessment (FCAF), and • The FCAF can be used to request support through the Multi-Agency Support Teams (MAST) • If the concern is serious and/or immediate, the DSL/D will refer this straight away via the Safeguarding Children Advisory Service, or to Jo Batty & Brendan Pakenham, SY Police 'Prevent' team, via 101 or local Police contact • If necessary, a 'Strategy Meeting' will be held between agencies such as Social Care and the Police to discuss the concerns & involve other services as required.

Staff at Norton free undertook Prevent Training in the academic year 2022/23.

Online Safety

The school has an Online Safety Policy and this available from the school office. Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chat rooms and social

networking sites are the more obvious source of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home.

You can report any inappropriate or abusive texts, email or chat room communication to the Head Teacher or the assistant Head teacher.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing

The four Cs of online risk, content, contact, conduct and commerce

KCSIE (September 2025) have been slightly updated with the addition of content that includes misinformation, disinformation (including fake news) and conspiracy theories. The best way to tackle misinformation, disinformation and conspiracy amongst young people is through schools and we have highlighted approaches through our PSHE and computing curriculum to deliver this important message.

Filtering and Monitoring online activity

KCSIE states new instructions and recommendations regarding online filtering and monitoring software to keep tabs on what sites pupils are visiting or trying to visit.

At Norton Free, the Designated safeguarding lead (DSL) is responsible for understanding the filtering and monitoring systems which are in place and is aware of the kinds of websites students are visiting, for example - An understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring are discussed and outlined during safeguarding and child protection training for all staff. (PDM 6th September 2023)

At Norton Free appropriate filtering and monitoring technology on school devices and school networks is in place and is supported by BlueBox in addition to the strategies implemented by the

Headteacher (DSL), SLT and an Online Safety Lead. At Norton Free software is integrated with one of the UK's highly trusted web filtering and monitoring service providers, Smoothwall to ensure that if a child uses an inappropriate search term or tries to access an inappropriate website using the school's network for example, then this site will be blocked. An ongoing vigilant approach from all staff and regular online safety lessons also support this process. Staff provide effective supervision, take steps to maintain awareness of how devices are being used by pupils and report any safeguarding concerns to the DSL. Staff are able to report inappropriate content through an online system and can identify clear historical information on the websites users have accessed or tried to access. BlueBox are able to filter out access to any websites that staff inform them of. In addition to this, children are not allowed to wear smart watches which can link up to the internet to ensure that no access is being made through this online technology. If in the event that an inappropriate online website is accessed, staff are aware of how to deal with these incidents and decide what action is to be taken.

Remote Learning

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, the Department for Education expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is safe, high quality and aligns as closely as possible with in-school provision.

Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's staff behaviour policy (sometimes known as a code of conduct) will apply.

The school provides information to help ensure that pupils understand how to stay safe and behave online.

We have contacted parents and carers with information on Google Classrooms and the school website contains information which can be used to reinforce the importance of children staying safe online. All documents will be uploaded on to Google Classrooms and they will be informed of any appropriate websites to access. They will also be informed of any staff who they will interact with.

School staff regularly remind children of the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices.

Children can report any concerns via TOOTOOT and parents and carers can raise any safeguarding concerns in relation to remote online education via email to the class teacher. Staff can report safeguarding concerns via the usual channels to the DSL or DSD.

Virtual lessons and live streaming

As a school we have decided to use Google classrooms which provides a safe environment for live streaming.

Teaching from home is different from teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

Mobile Phones

Staff are allowed to bring their personal phones to school for their own use. This is only when pupils are not present. Staff members' personal phone will remain in their bags or cupboards during contact time with pupils. Children can only bring phones to school if they have agreed this with the headteacher and have permission. They are locked away in the office during the day.

We follow the General Data Protection Regulations and Data Protection Act 2018 when taking and storing photos.

Child on Child Abuse

Child on Child Abuse is something that all staff at Norton Free are aware of and that children can abuse other children (often referred to as peer on peer abuse). They are aware that it can happen both inside and outside of school and online. Regular Safeguarding Training is in place to support staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. All staff understand, that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. If staff at Norton Free have any concerns regarding peer on peer abuse they speak to their designated safeguarding lead or deputy (Mrs Hazel Bell or Mr David Holland).

Staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

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

Staff are clear as to the school's policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

In order to support children further, the school uses tootoot as a means of online communication for children to report any issues to staff. Online messages are sent directly to the safeguarding lead and deputy who will then follow the correct procedures and inform appropriate colleagues or agencies.

These systems are in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, express their views and be given swift feedback.

This document is shared with the governing body before being ratified to ensure that changes and new information is understood.

Child on Child sexual violence and sexual harassment

Staff at Norton Free are aware that sexual violence and sexual harassment can happen anywhere: outside of the school premises and online. There is a zero tolerance approach to sexual violence and sexual harassment and that it is never acceptable and is not tolerated.

This part of the policy is documented in line with Keeping Children safe in Education. In the event of a disclosure being made by a child the school's DSL and DSD would take a lead role using their professional judgement and seeking support and advice from other agencies including social care and the police if required. Designated safeguarding staff will deal with each individual case; working in line with the school's safeguarding procedures. Whilst speaking to the child notes may be taken and a written account produced. It may also be required that additional evidence may be obtained e.g. screen shots. If at all possible these conversations will take place with two members of staff present: One being the DSD or DSL. A risk assessment will then be undertaken, taking into account the victim, the perpetrator and anyone else at risk.

After the disclosure each case will be judged on its own merits. There are usually 4 options when dealing with each case.

1. Managed internally. This is normally in the event of one-off cases using the school's behaviour and bullying policies for support.
2. Early Help. As above but with support from multi-agency support.
3. Social Care. When a child is harmed or is in immediate danger or at risk of harm.
4. Report to police. This is usually in line with number 3.

Once the case has progressed the school will act in line with its own safeguarding procedures and under the guidance of Social Care, the Police and any other agencies. The school will provide support wherever possible based on effective safeguarding practice helping to support the children involved.

Child-on-child sexual violence and sexual harassment

Updated definition of early help

- Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.'
- This reflects the working together to safeguard children guidance

The role of the DSL

The remit of the DSL role has been expanded. It states that DSLs should:

"help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children."

In support of this change, the guidance states that local authorities should share that a child has a social worker with the DSL.

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school team, is appointed to the role of designated safeguarding lead (Mrs Hazel Bell) The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). Governing bodies and proprietors should ensure the designated safeguarding lead has the appropriate status and authority within the school to carry out the duties of the post. The role carries a significant level of responsibility and the postholder should be given the additional time,

funding, training, resources, and support needed to carry out the role effectively. Any deputy (or deputies) should be trained to the same standard as the designated safeguarding lead.

Mental health

The guidance makes a clearer link between mental health and safeguarding, and stresses the role that schools play in detecting possible problems and supporting good mental wellbeing. The definition of safeguarding and promoting the welfare of children now includes preventing impairment of children's mental (as well as physical) health and development, and all staff should be aware that mental health problems can be an indication of abuse, neglect or exploitation. Staff must be aware of how adverse experiences, like abuse and neglect, can have a lasting impact on a child's mental health, behaviour and education.

Helpful Points:

The following points may be helpful when a child wants to talk about abuse:

General Points: Accept what the child says

Keep calm

Look the child in the eye

Be honest

Let the child know you will need to tell someone – Don't promise confidentiality

Even when a child has broken a rule he/she is not to blame for the abuse

Be aware that the child may have been threatened

Never push for information

Don't ask leading questions

Helpful things to say:

I believe you I'm glad you've told me

It's not your fault I'll help you

Avoid saying:

Why didn't you tell anyone before?

I can't believe it

Are you sure this is true

Why? How? When? Who? Where?

False promises

Things like 'I'm shocked', 'don't tell anyone else'

Keep a record:

Make notes as soon as possible writing down exactly what the child said and when he/she said it. Record dates and times of meetings. Keep all hand written notes even if subsequently typed up. All allegations made by anybody and about anybody should be recorded on the green safeguarding incident report sheet.

Responsibilities

All staff must be aware of the need to alert Safeguarding or the police when an individual child is thought to be in need of protection.

The DSL/DSD will cover both internal communication and external contact. The DSL/DSD will be responsible for the co-ordination of information on child abuse and the Designated Leads will liaise with relevant agencies in respect of children on the Child Protection register. They will be monitored closely in terms of the development and attendance of such children any cause for concern or significant change like transfer to another school, will be reported. A close contact with the class teacher will be maintained for any such child.

Allegations made against or Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors should be made to the headteacher. If there is a concern regarding the headteacher, this should be made to the Chair of governors (Mr D Thaw)

Confidentiality

Adults are advised to make notes and discuss any suspicions of child abuse with either of the DSLs with a view to them informing one of the statutory agencies.

The social services have the lead responsibility in the case of abuse within the family.

In the case of more serious cases of abuse, the police generally take the lead role as they are investigation possible criminal actions.

A child protection conference is then convened to consider the case and to recommend any necessary action.

All notes will be filed in a locked filing cabinet in the Head teacher's office along with a copy of the child protection procedures. The child protection procedures can also be found on the safeguarding website: www.safeguardingsheffieldchildren.org.uk

Site Security

Children will never leave the school site, during the school day, without adult supervision. Visitors are required to use the main entrance and report to the school office on arrival, where they sign in and carry an identification badge.

Visitors are approached by an adult when conversing with children in the school playground or through the railings.

Volunteer helpers, work experience placements and students will always work with children in view of the class teacher or other responsible member of staff. This applies to all volunteer helpers no matter how well known they are to the school. All helpers in school will have a current 'Police Check' through the DBS. Teachers have a positive role in child protection but should be aware that they are vulnerable to accusations of abuse.

CPOMS

All staff have access to CPOMS and will use this to record any incidents or disclosures. This is immediately directed to the DSL, DSD and other relevant members of staff.

Monitoring and review

DSL: (Designated Safeguarding Lead) – **Hazel Bell**

DSD: (Deputy DSL) – **David Holland and Rob Neilson**

Designated Governor for Safeguarding - **Dan Thaw**

This Policy has been reviewed and approved by the Governing Body on:

Signed: _____ Chair of Governors.