

KING EDWARD SCHOOL



Safeguarding and Child Protection Policy (incorporating the Self-Harm Policy)

Date: September 2026

Approved: GB

Leadership Team Responsibility: CJ

CONTENTS

1. Policy Introduction
2. Key members of staff in School
3. Purpose of the Policy
4. Definition of Safeguarding, Child Protection and Early Help
5. Prevention, Protection, Support
6. Framework
7. Key Related Policies
8. Roles and Responsibilities
9. Child Protection
10. Procedural Flowchart for Protecting Young People.
11. Training and Support
12. Confidentiality and Information Sharing
13. Children with SEND and Additional Needs
14. Allegations Involving a Member of Staff
15. Definitions of Abuse
16. Specific Sections: Child Criminal and Sexual Exploitation, FGM, Self-harm and Suicide; Forced Marriage, Honour Based Violence, Female Genital Mutilation, Extremism and Radicalisation and Harmful Sexual Behaviour
17. Reasonable Force
18. Mental Health
19. Self-Harm
20. Reporting systems for students
21. Confidentiality, Consent and Information Sharing
22. Online safety and the use of mobile technology
23. Appendices:
 - Appendix A – Useful contacts and telephone numbers
 - Appendix B – Safeguarding and Independent Review Service
 - Appendix C – Referring Your Safeguarding Concerns
 - Appendix D – National and local guidance

Introduction

We all have a statutory duty to “safeguard and promote the welfare of children”. If you have any concerns about the health and safety of a student at King Edward VII School or feel that something may be troubling them, you must share this information with an appropriate member of staff straight away.

If you think the matter is serious and may be related to Child Protection, where the child has been harmed or is at risk of harm, e.g. physical, sexual, emotional abuse or neglect, or safeguarding, you must talk to a Safeguarding Lead (named below) immediately. If you are unable to contact them you can ask the School office staff to locate them and request that they speak to you straight away about a confidential and urgent matter.

2. Key members of staff in School

The key people you should talk to and share concerns with, are listed below.

The Designated Safeguarding Lead is:

Ms Catherine Jackson, Assistant Headteacher

Her office is located on the ground floor at Lower School (Ext 3028)

The Designated Safeguarding Deputy Leads are:

- Mrs Louisa Warde, Headteacher (Ext 2027 at Upper School and 3004 at Lower School)
- Mrs Clare Corker, Senior Learning Mentor Safeguarding and Children Looked After (Ext 2065 at Upper School or Ext 3005 at Lower School)
- James Kennedy (Deputy Headteacher, based at Upper School (Ext 2029)

The Safeguarding Team in the School includes:

Headteacher: responsible for implementing policies and procedures, allocating resources to the Safeguarding Team and addressing staff safeguarding concerns.

Mrs Louisa Warde

Designated Safeguarding Lead (DSL): member of the Leadership Team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to the other staff, liaising with the local authority, and working with other agencies.

Ms Catherine Jackson

Designated Safeguarding Deputies (DSDs): members of the teaching, support or pastoral staff, in posts which require assessment of children, with sufficient status and authority to effectively deputise for the DSL role above. (This cannot be an administrative or finance worker).

- **Mrs Louisa Warde, Headteacher**
- **Mrs Clare Corker, Senior Learning Mentor: Safeguarding and Children Looked After**
- **Mr James Kennedy: Deputy Headteacher**

Special Educational Needs Coordinator (SENDCO): provides advice, liaison and support for School staff and other agencies working with students with special education needs, additional needs and their families and or carers.

Mrs Amanda Smith

Children Looked After (CLA) Designated Teacher/s: promotes the educational achievement of children in care, helps staff understand the barriers to learning and ensures interventions are put in place and tracked, so that maximum potential can be achieved.

Ms Catherine Jackson and Senior Learning Mentor and Children Looked After Deputy: Mrs Clare Corker

Online Safeguarding Coordinator: develops and maintains a culture of online safety within the School setting

Ms Catherine Jackson

Your Safeguarding Team also links with the **Safeguarding/Child Protection Governor, Dr Peter Dickson**. The Governing Board ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and identifies areas of strength and improvement. The Governing Board work closely with the Safeguarding Team in School and they receive regular updates through briefings, Governing Board meetings and training opportunities.

The Chair of The Governing Board: will take the lead dealing with allegations of abuse made against the Headteacher (and other members of staff when the Headteacher is not available), in liaison with the Local Authority, and on safe recruitment practices with the Headteacher. The Chair of The Governing Board and the Headteacher will also scrutinise that annual safeguarding audit, completed by the School and in conjunction with the Sheffield Children Safeguarding.

The Chair of The Governing Board is **Dr Peter Dickson**.

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Headteacher unless it involves them and then it should be reported directly to the Chair of the Governing Board.

It is essential that we use and follow this policy with all students aged 19 or under. Reference to “a child” refers to anyone under the age of 18.

Safeguarding and Child Protection Policy (Incorporating Self-Harm)

3. Purpose of the Policy

- To protect children and young people from harm and neglect
- To facilitate the sharing of information so that children, young people and families can access services and support they need
- To provide all stakeholders with the overarching principles and systems that guide the School's approach to protecting children and young adults.

This policy applies to anyone working on behalf of King Edward VII School. This includes paid staff and volunteers, middle and senior leaders, the Governing Board, sessional workers, agency staff and students.

4. Definitions

Definition of Safeguarding

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

- Protecting children from maltreatment
- Focusing on the needs of the child and family
- Identify, understand and challenge discrimination and racism
- 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
- Enabling and supporting children to achieve their best outcomes.
- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, inside or outside the home, including online
- Understand the impact of domestic abuse on families
- Consider the impact of children experiencing multiple harms and adverse childhood experiences (ACES)
- Provision and signposting of support for children in need

Safeguarding children and young people is a shared responsibility, dependant on strong multi agency working and positive relationships between families and professionals. Working together to safeguard children is crucial to protect them from harm, abuse and neglect. We must ensure that young people grow up in circumstances that are safe, to protect them from maltreatment and to prevent the impairment of their health and development. We must ensure that we provide help and support children as soon as problems emerge. These problems may emerge inside or outside the home, including online and professionals must identify the links between online harm and harm experienced in person.

Child Protection is the activity undertaken to protect specific children who are suffering or at risk of suffering significant harm. This could be from a single traumatic event or an accumulation of significant events which interrupt or damage the child's physiological or psychological development.

Legislation places responsibilities on School staff in the identification, prevention and management of child abuse and of safeguarding children from harm. This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026).

Staff in School are well placed to notice changes in children's behaviour, injuries and other indicators of abuse. As trusted adults, they may also receive disclosures from

students about issues relevant to their safety. King Edward VII School fully recognises the contribution it can make to protecting children and young people, (including young adults) and supporting them.

The Sheffield Children's Safeguarding Partnership (SCSP) has developed guidelines in relation to safeguarding children and these have been used when reviewing and developing policies. The School recognises and responds to the changes made in the statutory guidance Keeping Children Safe in Education 2026 and Working Together to Safeguarding Children 2026.

Providing Help, Support and Protection

Help and early intervention are forms of support aimed at improving outcomes for children or preventing escalating need or risk. They are also referred to as prevention or preventative services.

These services are part of a "continuum of support" and provide help to families.

Interventions can:

- protect children from harm
- reduce the need for a referral to child protection services
- improve children's long-term outcomes
- improve children's home and family life
- support children to develop strengths and skills to prepare them for adult life.

Professionals should be alert to the need for early help for a child who:

- Is frequently missing from education, home or care
- Has unexplainable or persistent absences from education
- Has experienced multiple suspensions, is at risk of being permanently excluded from Schools or colleges and in an alternative provision or a referral unit
- Has a parent or carer in custody or is affected by parental offending.

When School considers support and protection, it will consider:

- Universal services and community based help, through youth services, clubs, housing, and family hubs
- Targeted support through early help services, coordinated by local authorities to address specific concerns. This may also be referred to as the 'Families First Partnership Programme'.

5. Prevention, Protection, Support

Prevention

We will:

- Establish an ethos where young people feel secure, are encouraged to talk and are listened to.
- Provide a PSHE curriculum for Key Stages 3, 4 and 5, to cater for young people's needs and development and help them to protect and care for themselves. The Key Stage 5 PSHE curriculum is referred to as Life Skills and Debate.
- Ensure young people know that there are adults in School who they can approach if they are worried or are in difficulty.
- Ensure young people can report concerns and know how to do this effectively
- Ensure that, where possible, effective working relationships are established with parents and carers and colleagues from other agencies.
- Ensure that staff are informed and aware of the need to observe young people for any changes in behaviour or appearance and to report concerns
- Identify vulnerable young people and give them support to communicate their needs and concerns to appropriate adults.
- Ensure all staff, including temporary and supply staff, know the name of the DSL and understand their responsibilities for protecting children and reporting concerns.
- Ensure that all volunteers at School know how to report any concerns they may have involving a young person.
- Follow safer recruitment protocols when checking suitability of staff and volunteers to work at the School. Visitors to the School will not be allowed to work with students without supervision unless they have been DBS (Disclosure and Barring Services) checked (see Guidance on Visitors to School for further details).
- Ensure that collaborative Leadership and timely decision making are at the core of school systems to ensure effective multi agency working.

Protection

All adults working with young people have a responsibility to protect them. There are key people who have specific responsibilities under safeguarding procedures. The School will ensure that Designated Safeguard Leads are in place, across both sites and have received appropriate training for their roles. School has:

- A Designated Safeguarding Lead(DSL) – responsible for coordinating information within School, advising staff or seeking further advice, liaising with external agencies, keeping all child protection records and arranging training for staff.
- Designated Safeguard Deputies (DSD's) – to support the DSL, act with the DSL or in DSL's place to advise staff or seek further advice, liaise with external agencies, attend child protection conferences, strategy and core group meetings.
- A Headteacher, who is also one of the Safeguarding Leads
- A Headteacher who will lead on allegations involving individual members of staff.
- A Designated Safeguarding Governor – to ensure procedures are followed and report to the Governing Board and attend relevant safeguarding training, as required.

In addition, The Governing Board receive appropriate safeguarding and Child Protection training throughout the year,

Procedures

We will:

- Follow the procedures set out in Keeping Children Safe in Education 2026 and notify staff of these changes.
- Follow the procedures set out in 'Supporting Students in Schools with Medical Conditions April 2015'. These procedures are shared with key staff in School.
- Follow the School First Aid and Managing Medicines Policy 2026-2027
- Ensure that staff are aware of the need to share concerns.
- Ensure that Child Protection issues are dealt with in a confidential manner with only those with a 'need to know' being informed.
- Ensure that staff have appropriate training in safeguarding and child protection to carry out their duties effectively, and this is recorded accurately
- Log all concerns on the electronic CPOMS system (Child Protection Online Monitoring System).
- Keep all Child Protection records secure at Key Stage 3, 4 and 5, by the Safeguarding Lead and Deputies. They will be stored separately and securely, to other generic student files.
- Hold regular internal strategy meetings with the Safeguarding/Pastoral teams to discuss safeguarding concerns.
- Seek advice and support from external professionals, where applicable, including the Safeguarding Hub.

Information Sharing

We will:

- Make referrals to and share information with other agencies following agreed procedures.
- Develop effective links with relevant agencies and cooperate as required, regarding Child Protection. This includes attendance at case conferences, strategy meetings, Team Around the Family, Child Protection and Child in Need meetings.
- Discuss with students and their families any information or assessments we record, how and why we will share this information with other agencies and gain their consent where appropriate.
- Promote the effective transfer of safeguarding and confidential information from and to other educational settings such as primary Schools or colleges.
- Report termly to The Governing Board on safeguarding practice and procedures.
- Complete the Safeguarding Children Annual Audit.
- Inform the Safeguarding Hub if King Edward VII School staff become aware of any student being privately fostered, expecting that they will liaise with the private foster carer and inform the Local Authority of the arrangement

- Liaise with the Virtual School and Social Care regarding Children Looked After.
- Transfer files confidentially using SFX, Anycomms systems or password-protected emails if required.
- Hold strategic transition meetings between settings, involving members of the safeguarding team
- Use CPOMS and CPOMS Engage to share information securely between schools and other providers, where applicable.

Support to students, parents and staff

Students

We recognise that young people who are abused, have witnessed violence or suffer extreme problems may be severely affected by their circumstances.

We will endeavour to support young people by:

- Fostering an ethos which promotes a positive and secure environment and gives students a sense of being valued.
- Following a Consistent Conduct Policy which aims to support all students
- Offering appropriate support through the School pastoral systems
- Monitoring attendance and keeping appropriate attendance and inclusion teams informed of concerns.
- Offering support to identified students who have Child Protection plans or who are identified as a Child in Need.
- Liaising with outside agencies, if required, to gain additional and appropriate support .
- Ensuring that decisions made put the safety and well-being of the young person first.

Parents and Carers

We will:

- Ensure that parents and carers understand the safeguarding responsibility placed on staff .
- Discuss any safeguarding needs of a child/young person with their parent/carer as early as possible and provide help and support as soon as problems emerge, if appropriate.
- Arrange meetings at times and in locations that parents/carers can attend and feel comfortable with so that their views can be listened to.
- Aim to seek the consent of the student and parent/carer if appropriate and safe to do so, before sharing information, wherever possible.
- Support and advise parents and carers on issues relating to their child and agree any requests for support wherever possible and appropriate
- Place safeguarding information on the website, giving a clear summary of key information for parents of new starters.

- Signpost parents and carers to the Safeguarding Leaflet, via the School website.
- Email an Online Safety Newsletter to parents, monthly.
- Deliver an annual Online Safety Briefing for parents and carers, in person.
- Ensure that the Family Help Support structure offers wrap around support and aiming to improve outcomes and respond as early as possible, when the need arises.

The role of School staff:

We will give clear guidance to staff on how to work safely with children. Guidance will cover:

- Staff safeguarding responsibilities including how to refer a concern
- Appropriate contact with students and young adults
- Avoiding situations where allegations may be made against them

All staff will be kept informed of safeguarding procedures through information in the Staff Handbook, staffroom noticeboards, emails, The Headteachers Bulletin, the shared drive in the safeguarding folder, training sessions, workshops, regular briefings and via the monthly Online Safety Newsletter.

Staff are equipped and trained to identify concerns early, provide help for children and young people, promote welfare and prevent concerns from escalating, by following appropriate steps and actions.

New staff are given safeguarding training as part of the induction process. This takes place face to face.

Supply teachers, volunteers and visitors to the site are informed of our safeguarding procedures and informed who to report to in the case of concerns.

The School follows Sheffield Children's Safeguarding Partnership's Procedures where an allegation is made against a member of staff or volunteer. The School has a Low-Level Concerns Policy.

It is the responsibility of the PFI contractor to ensure that their employees meet safeguarding recruitment standards. We request written confirmation of this and inform their staff of our School procedures.

6. Framework

Child Protection and safeguarding are the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Sheffield Children's Safeguarding Partnership (SCSP).

In Sheffield, all professionals must work in accordance with the SCSP Child Protection and Safeguarding Procedures.

Our School also works in accordance with:

- 'Keeping Children Safe in Education' (DfE, September 2026)
- 'Working Together to Safeguard Children' (DfE, 2026)
- 'Thresholds of Needs Guidance' (Sheffield Children Safeguarding Partnership 2025)
- Sexual Violence and Sexual Harassment between Children in Schools and colleges (September 2021)
- Care Act (2014)
- Equality Act (2010)
- Data Protection Act (2018)
- Mandatory Reporting of Female Genital Mutilation: Home Office (2020)
- DfE Statutory Guidance for Alternative Provision (Feb 2025)

The document 'Keeping Children Safe in Education 2026' **MUST** be read in conjunction with this policy. This document is in the Safeguarding folder (Admin O). A summary of changes will also be available to staff from September 2026.

7. Key Related Policies

This Policy should be read and used in conjunction with related policies in School. These include:

- Anti-Bullying Policy
- Attendance Policy
- Consistent Conduct Policy
- Equality Statement
- Exclusions Policy
- Health and Safety Policy
- Online Safety Policy
- Risk Assessment Policy
- Supporting Students with Medical Conditions Policy
- Trips and Visits Policy
- Volunteers Policy
- Whistle-Blowing Policy
- Preventing Extremism and Radicalisation Policy
- Dealing with Drugs Related Incidents Policy
- First Aid Incorporating Managing Medicines Policy

8. Roles and Responsibilities

- All adults working with or on behalf of children and young people have a responsibility to protect them and to provide a safe environment in which they can learn. There are key people within Schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those in our School with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads) are shown on the Policy Front Sheet.
- The Designated Safeguarding Lead in School has responsibility for managing Child Protection referrals, safeguarding training and raising awareness of all

child protection policies and procedures. They must ensure that everyone in School (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed. They should be a source of advice and support for other staff (on Child Protection matters) and ensure that timely referrals to Children's Social Care are made in accordance with local procedures. If for any reason the Designated Safeguarding Lead is unavailable, one of the Designated Safeguarding Deputies will act in their absence. A designated member of staff will always be available, and the School is open to responding to safeguarding concerns and offering advice.

- The Governing Board and School Leadership Team are responsible for ensuring that the School follows recruitment procedures that help to deter, reject or identify people who might abuse children (refer to 'Keeping Children Safe in Education 2026' for further information)
- The Designated Governor for Safeguarding ensures there is an effective Safeguarding Policy in place and that this is updated annually. The Governing Board will not be given details relating to individual cases or situations to ensure confidentiality is not breached.
- The Headteacher ensures that staff and volunteers adhere to the safeguarding and child protection procedures. The Headteacher ensures that all parents and carers are also aware of the policies and procedures and that all staff undertake appropriate safeguarding and child protection training. In the event of an allegation of abuse made against another member of staff or volunteer, where appropriate the Headteacher will take actions regarding all low-level and serious concerns.
- This Headteacher ensures the Safeguarding and Child Protection Policy (incorporating the Self Harm Policy) 2026 is published on the School website.
- The School actively promotes online safety on our website and signpost stakeholders to information that will help keep children safe online. A monthly newsletter will be distributed to parents, carers and staff within School.
- The Headteacher, Designated Safeguarding Lead and Safeguarding Governor conducts an Annual Audit of Safeguarding in the School and will develop priorities as a result of this.

9. Child Protection

Adults in Schools in regular contact with students are in a position to develop trusting relationships and to observe changes in behaviour or appearance. An individual adult may be chosen by a student to share confidential information or concerns of a personal nature. Regrettably, these occasions may include circumstances in which child abuse is suspected or alleged. All such situations must be taken seriously. Definitions of abuse are given in Section 14.

It is the policy of King Edward VII School to safeguard the welfare of its students and all others involved in the work of the School by protecting them

from physical, emotional or sexual harm. The policy also extends to protect all students from forms of abuse neglect and exploitation. This includes children who witness the ill treatment of others and is relevant when children see, hear or experience domestic abuse and its effects.

If there is an allegation or suspicion of abuse this must be reported ***immediately*** to the DSL or a DSD. Appropriate action will then be taken without delay. Neither the School nor the Local Authority have an investigative function. The welfare of the young person is at all times the paramount consideration. Swift, accurate reporting of the concern or allegation will enable appropriate advice and action. CPOMS (Child Protection Online Monitoring System). enables us to record concerns, actions and interventions swiftly and effectively. All staff are trained to use CPOMS.

Procedure:

In the event of a student making a Child Protection or Safeguarding disclosure

- Be calm and reassuring
- Allow the student to talk without interruption
- Accept what is said. Do not express doubt. Do not press for details
- Explain that you will be supportive but that you **must** pass on what has been disclosed to a member of the Safeguarding Team
- Reassure the student that they have done the right thing in telling someone
- Inform a Designated Safeguarding Lead(DSL) or deputy (DSD) immediately, verbally, if possible. This is a legal requirement. The DSL may also inform the Headteacher that a Child Protection concern / issue has arisen
- Record the facts as you understand them, as accurately as possible, including everything that has been said. Be precise and specific about details and alert key staff on CPOMS. Use full names and responsibilities of staff when recording details. Include times and dates
- Confidentiality is vital at all stages. Do not discuss the matter with anyone else outside of the Safeguarding team
- If appropriate, you may be asked to support the student further but ensure that you act on all advice given by the DSL or DSD.

Non-accidental injury: If you notice or suspect that a student has suffered injury or signs of injury (e.g. bruising, cuts etc.) which cannot be attributed to an accident:

- 1) Record the facts as you know them as accurately as possible.
- 2) Inform a DSL immediately of your concerns, giving the DSL a copy of your notes and complete a CPOMS referral to alert key staff. Again, ensure notes are detailed and accurate, including times and dates.
- 3) Highlight on the CPOMS body map where the physical injury has been found.

A decision will then be made whether to ask the student directly about the suspected or actual injury or whether to observe further. If a student starts to talk to you about such signs of injury or actual injury, then follow the disclosure procedure described above.

If you suspect a student may be the victim of physical, emotional or sexual abuse:

- Inform a Designated Safeguarding Lead or Deputy immediately of your concerns, giving the DSL a copy of your notes and complete a CPOMS referral to alert key staff to the concern.
- Record the facts as you know them as accurately as possible.

If you receive an allegation of abuse about an adult at the School or about yourself

- Record the facts as you know them as accurately as possible.
- Inform the Headteacher immediately of your concerns (unless it involves the Headteacher and then it should be reported directly to the Chair of the Governing Body) providing a copy of your notes.

In conclusion, if you believe or know you may be dealing with a possible case of abuse, you must seek advice and refer the matter immediately.

All members of staff must abide strictly by the terms of this policy.

External Supervision

In a few exceptional cases, e.g. Duke of Edinburgh expeditions, it may be necessary for staff and students and possibly parents to share contact telephone numbers. This is approved by the Leadership Team and Headteacher as long as the following conditions are in force:

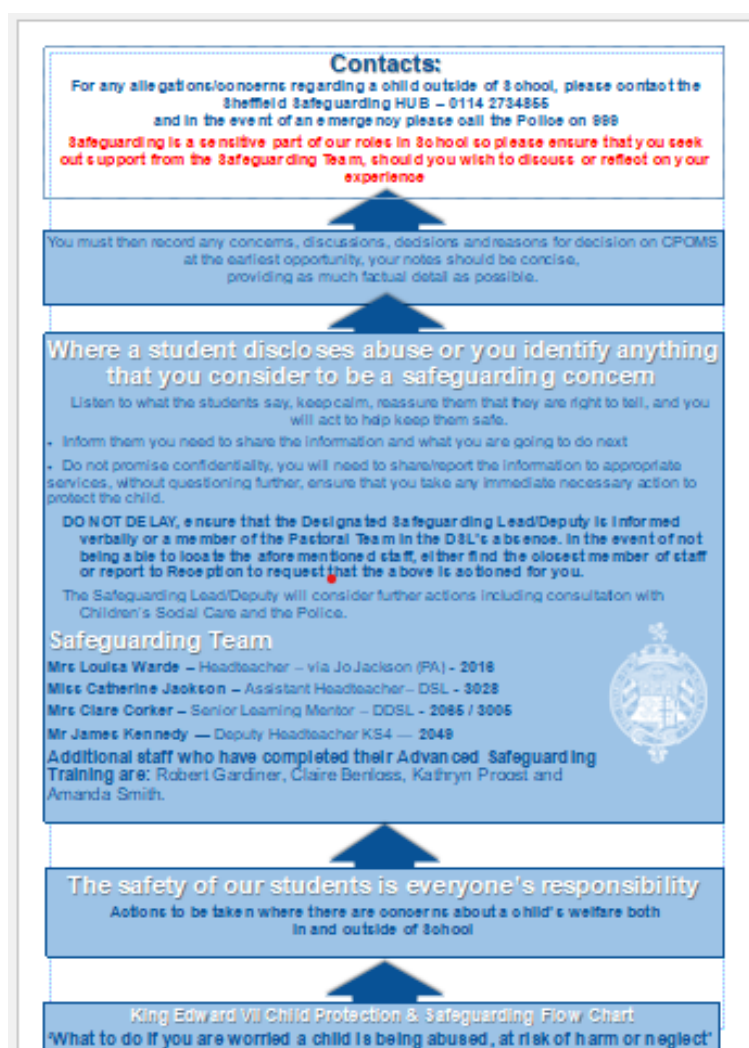
1. It is essential, to ensure that all are safe and the appropriate risk assessment reflects this.
2. The trip organiser/group leader informs the Educational Visits Coordinator of who has staff and student contact numbers.
3. No personal information is given to official helpers/assistants who are not DBS checked. Ideally, helpers/assistants should have completed an enhanced DBS check. Contact numbers should only be given to those that absolutely need them, as judged by the group leader.
4. All staff, students and parents' consent to the deletion of personal numbers immediately after the trip returns as a condition of the trip.
5. No member of staff should pass on any information to a third party.
6. All students/staff are briefed about the responsible use of personal information and the legal implications of its misuse. Sanctions for improper use range from a complete ban from School trips to outside agency involvement.
7. School must adhere to GDPR rules and guidelines.

8. Individual Health and Care Plans are added to Satchel to ensure the correct information is stored electronically and securely.

Where possible, School phones will be supplied to reduce the need to use personal mobiles.

Note: These conditions apply to all trips, both in and out of School hours.

Procedural Flowchart for Protecting Young People



11. Training and Support

- The Designated Safeguarding Leads and Deputies attend Advanced Refresher Safeguarding Children in Education Training each year in order to keep up to date with the developments taking place in their area of safeguarding and to allow networking to take place between similar settings. Members of the behavioural and pastoral teams complete training in line with the Sheffield Children's Safeguarding Partnership. They also undertake bespoke training throughout the year

- The Designated Safeguard Lead, Deputies and Pastoral Teams complete multi-agency training as appropriate. This is evidenced in the School CPD file and Safeguarding Log
- Whole staff safeguarding training takes place in line with statutory requirements, at given times throughout the academic year.
- The Safeguarding Team and Pastoral Managers complete training in line with the School's CPD programme. This is recorded within the School Professional Development Training Log.
- All staff have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of the Safeguarding Induction and are referred to in the Code of Conduct
- The staffing body completed face to face whole School Basic Safeguarding Training in October 2025. All staff will receive this training again in October 2028. All staff starting after this date/s have or will complete/d Basic Safeguarding Training online, in conjunction with the Sheffield Children Safeguarding Partnership.
- Online safeguarding training is delivered to all staff by a specialist practitioner from Learn Sheffield.

12. Confidentiality and Information Sharing

- Confidentiality needs to be fully understood by all those working with children, particularly in the context of safeguarding and child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student, nor should they agree with a student to keep a secret. Where there is a safeguarding or Child Protection concern, this **MUST** be reported to the DSL or Deputy and may require further investigation by appropriate authorities.
- Any allegation or disclosure involving a member of staff, a child's foster carer or a volunteer at the School **MUST** be reported directly to the Headteacher, unless it involves the Headteacher and then it should be reported directly to the Chair of the Governing Board.
- Staff are informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only. Any information shared with a member of staff must be treated confidentially.
- The School recognises that it is essential to establish positive and effective working relationships with outside agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all children. We share information:
 - To ensure the fullest possible picture of the child's circumstances
 - To enable practitioners to assess the needs of the child properly

- To co-ordinate and improve service provision to the child and family
- To protect other adults and children

Some examples of information to be shared:

- Child seems hungry, inappropriately dressed, has hygiene concerns
- Child's behaviour is concerning or has changed e.g. aggressive, withdrawn, overly familiar, and sexually inappropriate
- Suspicion/evidence child has an injury e.g. awkward/protective movement, bruising, marks, cuts, burns
- Comments made by/about the child that are concerning
- Children deliberately missing education and have patterns of unexplainable and persistent absences

For further information see 'Information Sharing: advice for practitioners providing safeguarding services' (DfE May 2024).

13. Children with SEND and Additional Needs

Under the Children Act 2004, a child or young person who is disabled is automatically a Child in Need. This is because without the input of identified services, they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired. The Equality Act 2010, defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities"; this may include some long-term illnesses as well.

A child with a disability or additional needs, is more vulnerable to abuse for a range of reasons which include that they:

- may be socially more isolated
- may be dependant on their carers for day-to-day assistance including intimate care
- may have communication difficulties
- may be more vulnerable to bullying and intimidation
- may experience a lack of continuity of care so patterns of changes are missed
- may be fearful of making a complaint in case of loss of services
- may not trust adults and also find it hard to trust other young people
- may not be believed
- may not be aware of inappropriate actions and or touching by parents/carers
- may not be aware of the risks of certain behaviours and the implications

Practitioners should be aware of the impact on the whole family and any siblings as well. Some families with a disabled child may be vulnerable to anti-social behaviour and bullying in their neighbourhood and other discrimination and hate crimes. All such concerns should be taken seriously by agencies.

14. Allegations Involving a Member of Staff

- The School works in accordance with statutory guidance in respect of allegations against an adult working with children (in a paid or voluntary capacity).
- Schools must have processes in place for reporting any concerns about a member of staff (or any adult working with children) and have a named lead to whom concerns should be reported. This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in School to manage employment procedures. Staffing matters are confidential, and the School must operate within statutory guidance around Data Protection. At King Edward VII School, any allegations about members of staff (or any adult working with children and young people) must be made to the Headteacher, Mrs Louisa Warde.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors, Dr Peter Dickson.

SCSP procedures require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the Local Area Designated Officer (LADO). The email address for the LADO is LADO@sheffield.gov.uk

Further information can be found in 'Keeping Children Safe in Education 2026'.

All staff must be aware of their duty to raise concerns about the attitude or actions of a colleague in line with the School's Whistleblowing Policy. This duty is regularly reinforced via training and staff briefings.

All submissions will be reviewed by the LADO in accordance with the three tier framework, advice and consultation and LADO investigation.

15. Definitions of Abuse

General Definition: An abused child is someone under the age of 18 years who has suffered physical injury, 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).

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

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 fabricates the symptoms of or deliberately induces illness in a child.

Possible signs and indicators of Physical Abuse may include:

- Injuries that are not consistent with the explanation offered
- Presence of several injuries that are at various stages of healing
- Repeated injuries over a period of time
- Injuries that form the shape of a pattern (buckle, hand, iron, teeth, cigarette burns)
- Runaway attempts or fear of going home
- Extremely aggressive or withdrawn
- Drug/alcohol misuse
- Depression
- Tiredness and crying

Emotional abuse is the persistent emotional maltreatment 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. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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, though it may occur alone.

Possible signs and indicators of Emotional Abuse may include:

- bed-wetting or soiling that has no medical cause
- the student not reaching significant developmental milestones
- tearful, and having low self-esteem
- symptoms of depression, anxiety, withdrawal or aggression
- self-harm, suicide attempts, engaging in drug or alcohol misuse
- adults constantly calling the child names, labels the child or publicly humiliates them
- an adult having unrealistic expectations of the child
- an adult involving the child in 'adult issues' such as separation or access issues

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) 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.

Possible signs and indicators of Sexual Abuse may include:

- Self-harm
- Eating disorders
- Sexually transmitted disease(s)
- Sudden lack of interest in friends or activities
- Withdrawal from friends and family
- Periods of missing from School or home
- Truancy and / or running away from home
- Suicide attempts
- Drug / alcohol misuse

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. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, 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.

Possible signs and indicators of Neglect may include:

- Unattended medical appointments
- Lack of supervision
- Nutritional deficiencies
- Inappropriate dress for severe weather conditions
- Developmental delays
- Unexplainable or persistent absences
- Constant hunger or malnutrition
- Abandonment or being unsupervised for periods of time
- Fabrication of illnesses by adults in the home
- Lack of parental participation and interest

16. Specific Safeguarding Terminology

Child Criminal Exploitation and Child Sexual Exploitation

The sexual exploitation of children and young people is abusive and a criminal act. There are links with this guidance and peer abuse, sexual violence and harassment and education through the Personal Social and Health Education Curriculum, assemblies and workshops.

Child Criminal Exploitation and Child Sexual Exploitation can occur where an individual or group take advantage of an imbalance of power, to coerce, manipulate or deceive a child into sexual or criminal activity. An adult or a person of a similar

age seeks to become their friend, supports their needs emotionally or financially and gives them a lot of attention. In the eyes of the young person, the 'abuser/groomer' is perceived as a friend or someone they can trust. The abuser may use the threat of physical, sexual or verbal harm to manipulate the young person. They may also seek to isolate the young person from their family and friends.

The abuse can:

- be perpetrated by individuals or groups, males or females, children or adults, any ethnicity or background
- be a one-off occurrence or a series of incidents over time, on or offline
- happen without the child's immediate knowledge e.g. shared videos or images of them on social media
- range from opportunistic to complex organised abuse
- involve force, enticement-based methods of compliance, physical contact, non-contact activities, youth produced imagery, watching sexual activities, sexually inappropriate behaviour, threats etc.

Victims can be exploited even when activity appears consensual. Exploitation, as well as being physical/face to face, can be facilitated and/or take place online.

The following are typical vulnerabilities in children **who are at risk of exploitation**:

- Living in chaotic households (Parental substance abuse, domestic abuse, parental mental health issues, parental criminality)
- History of abuse
- Recent loss or bereavement
- Gang association
- Learning disabilities
- In care
- Excluded from mainstream education
- Family members of who are involved in high-risk lifestyle choices or behaviours, e.g. adult sex work
- Socially isolated
- Connections with other exploited young people
- Low self-esteem or self-confidence
- Use social media unsafely
- Drug or alcohol use/misuse
- Low School attendance

The following signs and behaviour are generally seen in children who are **already** being exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending and or gang association
- Absent from School, unexplained absences
- Found 'out of area'

- Concerning use of social media
- Evidence of carrying weapons and or being involved in violence
- Isolation from peers and social networks
- Repeated sexually transmitted infections, pregnancy and terminations
- Secretive behaviours identified by their family and friends
- Receipt of gifts from unknown sources
- Acquisition of money, clothes and mobile phones

Child Marriage

A Child Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor.

The child marriage of a young person under the age of 18 is a child protection issue, because it is likely to cause significant harm. It impairs a young person's emotional health and development. It may also involve underage sex and/or rape.

Young people taken out of School to be married overseas suffer the loss of educational opportunities. As their marriages are not recognised in the UK many are kept overseas until they turn sixteen. Some young women may not be allowed to return home until they become pregnant. Young people unable to go against the wishes of their parents may suffer emotionally, leading to depression and self-harm.

Indications that a child may be at risk of being forced into marriage may encompass some of the following:

- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming School holidays
- Surveillance by siblings or family members at School
- Being withdrawn from School by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Prevented from transitioning to education

'Honour Based' Violence (HBV)

Honour based violence is a crime or incident which has or may have been committed to protect or defend the 'honour' of the family and/or community.

Honour based violence is a child protection issue. It is an abuse of human rights. Children and young people who suffer Honour Based Violence are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases, they are also at risk of being killed.

Indicators:

- Children may truant to avoid family and relatives knowing where they are
- Children may be isolated, depressed and there may be concerns about self-harming behaviour

- Families may continue to feel 'shame' and the risks may transfer to children or siblings
- Children may be excessively restricted in their movements; grounded permanently
- Denial of access to internet, phones, friends, passport
- Children may be stopped from seeing their mother

Female Genital Mutilation (FGM)

FGM is a collective term for all procedures which include the partial or total removal of the external female genital organs for non-medical or non-therapeutic reasons. It is acknowledged that some FGM-practising families do not see it as an act of abuse. Female Genital Mutilation has severe significant physical and mental health consequences both in the short and long term, and must not be excused, accepted or condoned. The procedures are more common than most people realise, and work is taking place worldwide to eradicate this illegal and dangerous practice.

FGM is illegal in the UK and in October 2015 it became mandatory to report all concerns about FGM on a young person directly to the Police. This includes historical cases which may have occurred many years previously and outside of the UK.

Signs and Indicators of FGM being planned may include:

- The family belonging to a community in which FGM is practised and that they are planning to take a child on holiday, arranging vaccinations or planning absence from School
- The child may also talk about a special procedure or ceremony that is going to take place. FGM does not take place exclusively abroad.

Indicators that FGM may already have occurred include:

- Prolonged absences from School with noticeable behaviour change on return, possibly with bladder or menstrual problems
- The child finding it difficult to sit still and looking uncomfortable, or complaining about pain between their legs
- The child taking a long time when they visit the toilet

Additional information can be found on the

- Sheffield Children Safeguarding Partnership website
- Multi-agency statutory guidance on female genital mutilation: July 2020
-

The National FGM Centre website: [National FGM Centre – Developing excellence in response to FGM and other Harmful Practices](#) offers help, support and guidance regarding FGM to young people, families and professionals.

If you suspect that someone is at risk of Female Genital Mutilation, this must be reported immediately to the police. There is also a National FGM Helpline. The number for this is 0800 0283550.

Extremism and Radicalisation

The 'Prevent' duty: All education settings must try to prevent people from being drawn into terrorism and extremism, whilst carrying out our usual educational functions. The Prevent Programme must not involve any covert activity against people or communities but specified authorities may need to share personal information e.g. to ensure that a person at risk of radicalisation is given appropriate support.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

Vulnerable children can be drawn into violence, or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a child at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

Staff may also become concerned about the content of a student's written work (including drawings).

Harmful sexual behaviour – Child-on-Child Sexual Violence and Sexual Harassment (Child-on-Child abuse)

Staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of School or online.

Sexual Violence and harassment can occur between two or more young people from primary, through to secondary stage and into further education. It can occur also through a group of children sexually assaulting or harassing a single child or group of children. It can occur both face-to-face and online.

Sexual harassment is defined as 'unwanted conduct of a sexual nature'. When we reference this, we do so in the context of child-on-child harassment that may violate a young person's dignity and or make them uncomfortable and intimidated, degraded and humiliated.

King Edward VII School has a zero-tolerance approach to child-on-child abuse. It should always be assessed by a member of the Safeguarding Team.

It may involve:

- abuse in intimate and personal relationships
- physical behaviours such as brushing against someone or interfering with their clothes
- sexual humiliation
- sexual and leading comments, remarks, jokes, taunting or using sexualised names
- non/consensual sharing of nude images and/or videos and online bullying
- up-skirting
- displaying pictures, photos and drawings of a sexual nature

This abuse can:

- be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other
- result in significant, long lasting and traumatic isolation, intimidation or violence to the victim
- lead to academic underachievement

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.

All staff should be clear about School policy and procedures regarding child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it. All staff should understand that, even if there are no known cases, it does not mean it is not happening; it may be the case that it is just not being reported.

As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their Designated Safeguarding Lead or Deputy.

Preventative education, for example, through PSHE, assemblies, form time etc enable students to realise that child on child abuse will not be tolerated. Students, parents and carers will also be made aware of how to report concerns using the safeguarding section of the School website. Links to support young people and their families and how to report abuse, is found here.

Recognising child-on-child abuse

An assessment of an incident between peers should be completed and consider:

- chronological and developmental ages of everyone involved
- differences in their power or authority in relation to age, race, gender emotional or intellectual vulnerability
- all alleged physical and verbal aspects of the behaviour and incident
- whether the behaviour involves inappropriate sexual knowledge or motivation
- the degree of physical aggression, intimidation, threatening behaviour or bribery
- the effect on the victim
- any attempts to keep the behaviour and incident a secret
- the child or young person's motivation or reasoning for the behaviour
- whether this was a one-off incident or repeated pattern of sexual behaviours.

As a School, we will:

- always take complaints seriously and act swiftly to address allegations.
- enforce the zero-tolerance approach.
- assess the needs of victim and perpetrator .
- strive to enforce an ethos where students and staff are respectful and understand the effect of their actions.
- consider referral to police or Social Care/Safeguarding Hub and contribute to multi-agency assessments.
- address issues early between students.
- develop strategies to inform and educate students in lessons, in particular PSHE and the Consent Project.
- remind students of the routes to report harassment, other harmful behaviours and abuse and the steps taken to keep them safe.
- never downplay behaviours such as 'banter' or 'having a laugh'.
- discuss concerns with the DSL/DSD immediately.
- continuously safeguard and support the victim/s.
- use the 'child on child' abuse risk assessments to make informed decisions.
- refer to Part 5 of the Keeping Children Safe in Education 2026 to make informed decisions and train staff.
- meet regularly as a safeguarding team to discuss procedures and protocols.

Keeping Children Safe in Education 2026 strengthens expectations about prevention, reporting, including harmful sexual behaviours.

If a member of staff has a concern about any of the safeguarding issues listed above, they must pass these on to a member of the School safeguarding team without delay.

Students can be signposted to a new resource from the Lucy Faithful Foundation called 'Shore Space'. This is a confidential chat service that supports young people concerned about their sexual thoughts and behaviours. (Keeping Children Safe In Education 2026).

17. Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with students:

- 'Force' is either to control or restrain, e.g. guiding a student to safety, breaking up a fight, or restraint to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive, e.g. standing between students, or active, e.g. leading a student by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a student under control

All staff accompanying students on an education trip have a legal power to use reasonable force if authorised by the Headteacher. Staff should use their professional judgement of each situation to decide if they should physically intervene. They should avoid causing injury, pain or humiliation, wherever possible. Settings do not require parental consent to use force on a student.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder, e.g.

- Disrupting an event, trip or visit
- Leaving the classroom where this would risk their safety or disrupt others
- Attacking someone
- Restraining a student at risk of harming themselves through physical outbursts
- Stopping a fight.

Reasonable force can also be used to remove disruptive students if they have refused an instruction to leave a specified location.

18. Mental Health

Parents and Carers

It is recognised that many parents and carers experience poor emotional or mental health, e.g. eating disorders, depression, anxiety and the ability to provide a safe and secure environment.

Mental health can also blunt emotions and make a person act out of character and become unresponsive or even violent/aggressive. In some instances, especially

where other family members are concerned, the child may become a 'carer' for someone who needs help in the home.

Stigma may prevent people from asking for support and children may feel responsible or secretive.

As a setting, we:

- educate students about mental health through assemblies and the PSHE curriculum.
- have a process to identify mental health, support, refer and record actions.
- work to support the family and access alternative intervention support through Family Intervention Service.
- refer to specialist services where appropriate.
- provide resources to signpost and access external support.
- share information with external agencies, if required.
- liaise with the Mental Health Support Team to identify students who may require support within the school setting.
- support students in care to attend psychology appointments.

The mental health of young people can be an indicator of various factors, for example, abuse and neglect.

Staff should:

- be aware of the impact of abuse, neglect and trauma on a child's mental, physical and emotional health, behaviour and education
- observe & identify worrying behaviour and speak to DSL/D immediately
- always take self-harm/suicidal thoughts seriously
- support, respect, and refer to the pastoral teams as appropriate.
- KCSIE (2026) reinforces the link between mental health and wider safeguarding risks.

19. Self-Harm

Introduction

Recent research indicates that up to one in five young people in the UK have engaged in self harm, and that this figure is higher amongst specific populations, including young LGBT people, students struggling with their mental health and those with SEND. Staff can play an important role in preventing self-harm and supporting students, peers and parents of students currently engaging in self-harm.

This area describes the School approach to self-harm. It is intended as guidance for all staff including non-teaching staff and governors.

Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors

- To provide support to students who self-harm and their peers and parents/carers
- To provide support for staff dealing with self-harm

Definition of self-harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair pulling
- Banging or hitting the head or other parts of the body
- Risk taking behaviour e.g. unsafe sexual behaviour, substance misuse.
- Eating disorders e.g. anorexia nervosa, bulimia nervosa

Why young people harm themselves

The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it. There are links between depression and self-harm.

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that's behind it. It can also make a young person feel they're in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they've done or have been accused of doing.

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual factors:

- Depression/low mood/anxiety/stress/feelings of hopelessness
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Struggling to cope with existing emotional, mental and/or physical health problems
- Impulsivity
- Drug or alcohol abuse
- Feeling a lack of self-control

Family factors:

- Unreasonable expectations, including pressure to conform/achieve
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments

- Depression, self-harm or suicide in the family. This can result in students struggling at significant dates in the year e.g. anniversaries

Social factors:

- Difficulty in making relationships/loneliness and isolation
- Being bullied or rejected by peers
- Self-harm behaviour in other students or friends outside of the School setting (contagion effect)
- Self-harm portrayed or reported in the media

Warning Signs

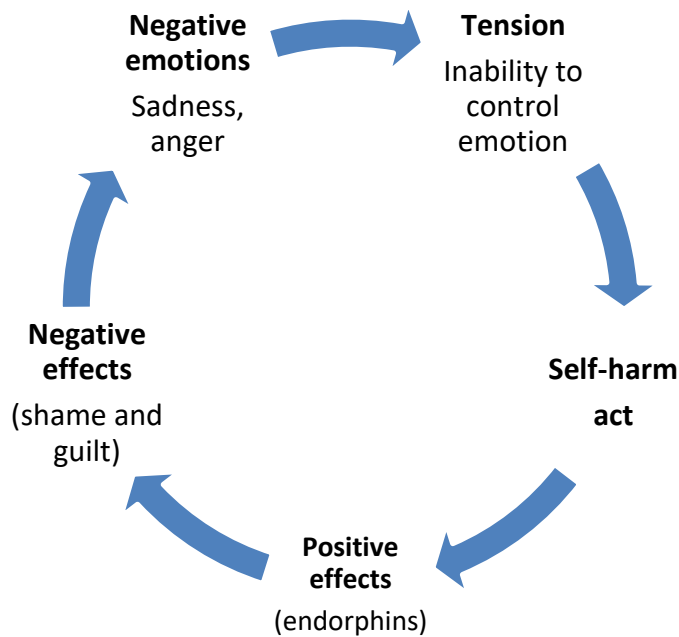
School staff may become aware of warning signs which indicate student is experiencing difficulties which may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these should seek further advice from one of the Designated Safeguarding Leads.

Possible warning signs include:

- Changes in eating/sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood (e.g. more aggressive or introverted than usual)
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Displaying physical signs of self-harm such as cuts to arms or head banging
- Reference to self-harm through pictures and words drawn or written in books.
- Wearing oversized clothing, particularly in warm weather (this may be an indicator of covering up marks)

The cycle of self-harm

When a person inflicts pain on themselves, their body produces endorphins. These are natural pain relievers and can give temporary relief from distress and induce a feeling of peace. This can become an addictive sensation which in turn makes it difficult for the person to stop the self-harm behaviours. Self-harming can cause physical pain, but this is easier to manage than the emotional pain which led to the self-harm in the first instance. The cycle also results in the person feeling a sense of shame or guilt. Within a School setting staff can encourage a student who is self-harming to replace the self-harm behaviours with safer coping strategies.



Management of the ‘Contagion Effect’

Staff who have been made aware that a student is self-harming must remain vigilant in case their peers are also self-harming. Self-harm can become an acceptable way of dealing with stress and anxiety within a friendship group and can enable students to have a sense of identity.

Each individual student may have different reasons for self-harming and should be given the opportunity for one-to-one support. It is not appropriate for the School to offer group support.

Students may choose to confide in a member of staff if they are concerned about their own welfare, or that of a peer. If a student approaches a member of staff, they should be listened to in a non-judgemental way. Staff should maintain a supportive and open attitude – a student who has chosen to discuss their concerns is showing a considerable amount of courage and trust.

Students must be made aware that it is not possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.

Any member of staff who is aware a student is engaging in or suspected to be at risk of engaging in self-harm should see a DSL and log the concern on CPOMS. The DSL will decide what action to take. This may include:

- Removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- Informing parents and carers
- Undertaking a risk assessment with the student
- Offering one to one support including harm reduction work

- Seeking specialist advice
- Referring to an appropriate agency for further support

Dos and Don'ts - Advice for staff:

Do:

- Stay calm and do not show anxiety, disapproval or disgust
- Listen to the student
- Make it clear that you cannot offer complete confidentiality and must inform the School's Designated Safeguarding Lead
- Observe the student's non-verbal clues - does what they say and what you see match up?
- Reassure the student – they need to know they will be supported

Do not:

- Panic. Self-harm is a complex issue. Panicking will not help the student feel safe and contained.
- Send the student away without support or a plan of support. Make some time for them or signpost them to a member of the safeguarding or pastoral team.
- Be judgemental or refer to the self-harm as 'attention seeking'.
- Work alone. Concerns must be recorded on CPOMS and passed to the School's Designated Safeguarding Lead.
- Tell other members of School staff what the student has shared with you. Information is shared on a 'need to know' basis only.
- Contact parents/carers. This will be done by a member of the safeguarding team.

20. Reporting systems for students:

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:

- Put systems in place for students to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.
- Promote the Safeguarding Team through assemblies and form time but also make it clear that students can speak to who they feel the most relaxed. Staff have been trained regarding student disclosures and reporting procedures.
- Support students through the process and make them aware of next steps as it is reportedly a common fear about not knowing what happens once a disclosure is made.
- Encourage students to seek help and support if they need it and they are aware of how to access this.

21. Confidentiality, Consent and Information Sharing

Confidentiality is a key concern for young people. Every student has the right to be treated with respect and dignity. They have the right to privacy, a safe environment and where appropriate, should be consulted and given the opportunity to express their views about decisions which may affect their lives.

When considering making a judgement about their interests, the member of staff should also consider the age and maturity of the student and subsequently, their ability to make an informed decision about their life.

All decisions relating to the agreement to keep information confidential must be clearly recorded with evidence of a thorough risk assessment in the student's safeguarding file. Risk assessments are an on-going process, and it may be that information that initially has been kept confidential may need to be shared at a future point. The student will always be informed of a decision to break confidentiality and share information (unless to do so would place them at greater risk).

22. Online Safety Using Mobile Technology:

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our School aims to:

- have robust processes in place to ensure the online safety of pupils, staff, volunteers and Governors.
- protect and educate the whole School community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- set clear guidelines for the use of mobile phones for the whole School community.
- establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- Contact – being subjected to harmful online interaction with other users, such as 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 – personal online behaviour that increases the likelihood of, or causes, harm, such as 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.
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Keeping Children Safe in Education 2026 explicitly states that misinformation, disinformation (for example 'fake news') and conspiracy theories are now recognised as safeguarding risks. It also states that schools must review their filtering and monitoring systems each year. In addition, school must also:

- Assess risks from AI content
- Embed online safety as part of the school curriculum and whole school approach to safeguarding
- Ensure the school environment is mobile free.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example, the safe use of social media, the internet and technology, keeping personal information private, how to recognise unacceptable behaviour online, how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.
- Provide online refresher training for staff when applicable.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will share clear procedures with them, so they know how to raise concerns about online safety. This will also be available on the School website.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and camera.
- Make all pupils, parents/carers, staff, volunteers and Governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in School, use of the School's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we used if a pupil is in breach of our policies
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the School's IT systems. The mechanism for monitoring in School is Smoothwall. This is managed by the DSL and the School IT Manager. Content is monitored rigorously and safeguarding systems applied for concerns raised.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our School community.
- Understand and address the risks posed by and with Artificial Intelligence.

Cybersecurity Standards for Schools are aimed to help and promote cyber resilience in young people. Schools must continue to develop and adapt to the risks of online safety and Generative Artificial Intelligence in education.

For comprehensive details about online safety please refer to our Online Safety Policy 2025

Useful sources of further information

Childline

ChildLine offers free, confidential advice and support to under 18's.

0800 1111

www.childline.org.uk

Young Minds

For anyone concerned about a child or young person's mental health

www.youngminds.org.uk

Parent helpline: 0808 802 5544

Epic Friends

A website developed by the Sheffield Children's NHS Foundation Trust specialising in mental health issues such as self-harm

www.epicfriends.co.uk

Kooth

A website offering online counselling for young people: www.kooth.com

Female Genital Mutilation

[National FGM Centre – Developing excellence in response to FGM and other Harmful Practices](#)

Threshold of Needs Guidance Booklet Link:

https://www.safeguardingsheffieldchildren.org/assets/1/threshold_of_need_document_for_sheffield.pdf

The One Stop Shop (Directory Provided by the Sheffield Children Safeguarding Partnership), can be shared on request from Catherine Jackson. Designated Safeguarding Lead.

Please refer to the safeguarding section of the School website for further information and advisory support.

19. Appendices

Appendix A – Useful contacts and telephone numbers

Service	Telephone Number
Sheffield Safeguarding Hub	0114 2734855
Children's Services	0114 2734934
Family Intervention Services (FIS)	0114 203 7485

Child and Adolescent Mental Health Service Centenary House	0114 3053218
LADO	LADO@sheffield.gov.uk
Police	101 or 999 for an emergency
Social Care	North: 0114 203 9591 South: 01142037463

Appendix B - Safeguarding and Independent Reviewing Service

The Safeguarding Children and Independent Reviewing Service (SCIRS) will continue to provide advice and support.

- To make a referral complete a Local Authority Designated Officer (LADO) referral for and email to sheffieldsafeguardinghub@sheffield.gov.uk
- To make a referral to the LADO please email LADO@sheffield.gov.uk
- The Education Safeguarding Children Advisor, Jane Walker, can be contacted for advice 0114 2052890
- If you want to record a Safeguarding concern, The Safeguarding Hub can be contacted on 0114 2734855
- For concerns about an adult, please contact the Adult Safeguarding Partnership: - 0114 2734908
- The substance misuse team can be contacted on 0114 3050500
- The Licensing Officer can be contacted on 0114 2736753 for advice around safeguarding children on licensed premises and in hospitality services

Safeguarding Children Training:

- Staff can contact the Training Team Business Support Officer, Helen Cade, on 0114 2734530 for training enquiries
- Child Sexual Exploitation (CSE) advice can be obtained from the Sheffield Sexual Exploitation Service. Remember that referrals regarding CSE should be directed to the Sheffield Safeguarding hub.
- The Sheffield Children Safeguarding Partnership link is:
<https://www.safeguardingsheffieldchildren.org/scsp>

Appendix C – Referring Your Safeguarding Concerns

Referring your Safeguarding Concerns



If you are worried about a child, you **must**:

- Discuss your concerns **verbally** & straight away with the Designated Safeguarding Lead/Deputy (DSL/D)
- Write it down & give (or send securely) to the DSL/D to keep in the pupil's safeguarding file

After the initial discussion the DSL/D will check any information at your setting & with involved agencies.

These checks **must not** delay referral of a pupil who is **suffering or likely to suffer significant harm**.

In all safeguarding situations the setting **must** use a professional interpreter (not a family member) who understands safeguarding issues if the family do not speak or understand English well.

Early help:

Informed parental consent is required to complete & share an early help assessment for a child and family.

If the child & family need early help from another agency, the DSL/D can complete an [Early Help Assessment \(EHA\) part 1](#).

If there are multiple needs or if the early help has not had a positive outcome, the DSL/D can complete a [Family Common Assessment \(FCAF\)](#) (or MyPlan or Education, Health & Care Plan) with the parents, carers & any practitioners who are already involved.

The DSL/D should organise [Team around the Family](#) (TAF) meetings with the family & involved practitioners to discuss, organise & review support.

The EHA1 & FCAF can be sent **securely** to MAST for further discussion and to help coordinate support.

Child protection concerns:

The DSL/D will refer a child that is 'suffering or likely to suffer significant harm' **immediately** by ringing and speaking to:

- the allocated social worker or their manager, or
 - the [Sheffield Safeguarding Hub, tel. 0114 2734855](#)
- If there is no allocated social worker

Consent is **not** required for referrals of significant harm, but you should inform parents if safe to do so.

The Sheffield Safeguarding Hub:

- will collect information from involved agencies and decide what further action is required
- does not take calls 'for information only' - record such information on your child protection file

DSL/Ds should follow up their referral in writing on a [Multi-Agency Confirmation Form \(MACF\)](#) within 24 hours, and send via the [AnyComms](#) system

The Hub **must** acknowledge receipt of the MACF within 72 hours and feedback on the outcome.

If you haven't been told the outcome by the Safeguarding Hub within 3 days, always follow it up.

Referral checklist:

Have the child's education & safeguarding information with you & call from a place where you won't be interrupted or overheard.

Explain your concern & give information about:

The child/young person:

- Name, address, date of birth
- Presentation, hygiene, home environment
- Academic ability and achievement
- Attendance, punctuality, how long on roll
- Behaviour, response to rules & boundaries
- Relationships, bullying, discrimination
- Child/young person's view about their home life
- Health issues, learning difficulties/needs

The family:

- Who has parental responsibility for the pupil?
- Who do they live with?
- Does anyone involved have special needs?
- Who accompanies the pupil to school events?
- Other significant friends or relatives
- Parenting concerns such as domestic abuse, mental health, substance misuse
- Care, safety, guidance, protection, support
- Family history, functioning
- Environment, housing, finance, unemployment, social & community integration

Previous & current support:

- Support tried, currently offering, what works?
- Other services involved with the child/family
- Previous education settings attended
- Previous/current assessments

Useful resources:

- Sheffield referral processes are described in the [Thresholds of Need Guidance](#)
- Contact details for Sheffield Children's Social Care are here: [Sheffield Children's Safeguarding Partnership Website](#)
- If necessary, anyone can refer a child to the **Sheffield Safeguarding Hub, tel. 0114 2734855**
- For the full Sheffield Children's Safeguarding Partnership (SCSP) guidance, go to: [Making a Referral following the Identification of Child Safety and Welfare Concerns](#)

Contacts:

For any allegations/concerns regarding a child outside of School, please contact the Sheffield Safeguarding HUB – 0114 2734855 and in the event of an emergency please call the Police on 999

Safeguarding is a sensitive part of our roles in School so please ensure that you seek out support from the Safeguarding Team, should you wish to discuss or reflect on your experience

Where a student discloses abuse or you identify anything that you consider to be a safeguarding concern

Listen to what the students say, keep calm, reassure them that they are right to tell, and you will act to help keep them safe.

Inform them you need to share the information and what you are going to do next

Do not promise confidentiality, you will need to share/report the information to appropriate services, without questioning further, ensure that you take any immediate necessary action to protect the child.

DO NOT DELAY, ensure that the Designated Safeguarding Lead/Deputy is informed verbally or a member of the Pastoral Team in the DSL's absence. In the event of not being able to locate the aforementioned staff, either find the closest member of staff or report to Reception to request that the above is actioned for you.

The Safeguarding Lead/Deputy will consider further actions including consultation with Children's Social Care and the Police.

Safeguarding Team

Mrs Louisa Ward – Headteacher – via Jo Jackson (PA) - 2016
Miss Catherine Jackson – Assistant Headteacher – DSL - 3028
Mrs Clare Corker – Senior Learning Mentor – DDSL - 2065 / 3005
Mr James Kennedy – Deputy Headteacher KS4 – 2049



Additional staff who have completed their Advanced Safeguarding Training are:
Robert Gardiner, Claire Benloss, Kathryn Proost and Amanda Smith.

The safety of our students is everyone's responsibility

Actions to be taken where there are concerns about a child's welfare both in and outside of School

Be alert to signs of abuse, question unusual behaviour or changes to presentation.

King Edward VII Child Protection & Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'

Appendix C (Continued)

SAFEGUARDING PROCEDURES

CHILD PROTECTION:

For DSL / Deputy DSL's / Pastoral Managers / Key Stage Leads

Concerns raised - inform
DSL/DSD/Pastoral Team verbally

**Complete CPOMS referral
record and notify key
safeguarding staff**

Disclosure of information

Linda Gooden

Catherine Jackson

Louisa Warde

Clare Corker

1. Log disclosure (time, date, etc)
 2. Speak to the student
 3. Speak to others involved and gather statements
 4. Family – notify if appropriate
- If you are unsure, discuss with the HUB first**
5. Check information received is accurate
 6. Contact the Safeguarding Hub
 7. Record information on CPOMS

Log actions on CPOMS – alert safeguarding team
DO NOT INVESTIGATE – ASSESS IMMEDIATE RISK

Contact Safeguarding Hub
0114 273 4855

Appendix D – National and local guidance

Safeguarding Sheffield Children Website https://www.safeguardingsheffieldchildren.org/scsp
Working Together to Safeguard Children 2026 The link is: Working together to Safeguard children 2026
Keeping Children Safe in Education 2026 The link is: Keeping children safe in education 2026
Early Years (Under 5's) Foundation Stage Framework (EYFS): https://www.foundationyears.org.uk/eyfs-statutory-framework/
Thresholds of Need Guidance: Sheffield City Council https://www.safeguardingsheffieldchildren.org/assets/1/threshold_of_need_document_for_sheffield.pdf
Sheffield City Council https://www.sheffield.gov.uk/
NHS https://www.nhs.uk/pages/home
Department for Education www.gov.uk
OFSTED https://www.gov.uk/government/organisations/ofsted
SEND Directory Service Sheffield http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service
Sheffield Young Carers https://www.sheffieldyoungcarers.org.uk/