



# **SHEFFIELD INCLUSION CENTRE**

**Building Brighter Futures**

## **Safeguarding & Child Protection Policy**

Date of policy	Oct 2021
Date approved	Autumn 2024
Date approved	Autumn 2025
Date of next review	Autumn 2026
Rhona Dodds	Chair of management Committee



## Safeguarding Team

### Sheffield Inclusion Centre

#### **Headteacher: Tuesday Rhodes**

Responsible for implementing policies and procedures to promote children`s welfare, addressing staff safeguarding concerns and allocating resources to the safeguarding team. Also responsible for overseeing the work of DSL, dealing with safeguarding issues, providing advice and support to children, families and staff, liaising with the local authority and other agencies.

#### **Designated Safeguarding Lead (DSL) and Senior Mental Health Lead: Trudi Eldridge**

Responsible for implementing policies and procedures to promote children`s welfare, consulting with the Headteacher and keeping her informed of all concerns, addressing staff safeguarding concerns and allocating resources to the safeguarding team. Also responsible for dealing with safeguarding issues, providing advice and support to children, families and staff, liaising with the local authority and other agencies.

**Designated Safeguarding Deputies (DSD): Tuesday Rhodes (Headteacher), Ash Khan (Deputy Headteacher), Katy Hodges** Assisting the DSL with safeguarding issues, providing advice and support to other staff, liaising with the local authority and other agencies. Also responsible for offering support and advice to children and families.

#### **On-line Safety Officer: Trudi Eldridge**

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

#### **Child Exploitation Lead: Trudi Eldridge**

Develops and maintains policies & staff awareness of CSE including sexual violence and sexual harassment.

#### **Prevent Single Point of Contact (SPOC): Trudi Eldridge**

Leads within the organization for safeguarding in relation to protecting individuals from radicalization and involvement in terrorism.

#### **SENDCo: Katy Hodges**

Provides advice and support for staff and other agencies working with children with special educational needs and their families.

#### **Designated Teacher for Child Looked After: Ash Khan**

Promotes the welfare and educational achievement of children who are 'looked after'.

#### **Chair of Management Committee & Safeguarding: Rhona Dodds**

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

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play.... School staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children’s welfare and prevent concerns from escalating. All staff have a responsibility to provide a safe environment in which children can learn.” (*Keeping children safe in education 2022*)

### **Safeguarding and Child Protection Policy Statement:**

The aim of this policy is to safeguard and promote our children's welfare, safety, health and guidance. The children's welfare is of paramount importance. Our school fully recognizes the contribution it can make to protect and support children by fostering an honest, open, caring and supportive climate.

There are 3 main elements to our Safeguarding and Child Protection Policy:

#### **Prevention:**

creating a positive ethos and culture where teaching and pastoral support systems are in place and Safeguarding is seen as the responsibility of everyone.

#### **Protection:**

following agreed procedures, ensuring staff are properly recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.

#### **Support:**

support for children and school staff and children who may have been abused.

**This policy applies to teaching staff, non-teaching staff, support and volunteer staff, and anyone else who is responsible for or is in contact with children in our school.**

### **School Commitment:**

We recognize that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include activities and opportunities for RSHE in the curriculum which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure all staff and Management Committee have up-to-date and regular safeguarding and child protection training.
- Create a culture of safe recruitment which includes the adoption of recruitment procedures that help to deter, reject or identify people who may pose a risk to the safety of children and young people.

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

Child protection is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sheffield Inclusion Centre and the local Safeguarding Children Board. The key principles of child protection are:

- Children have a right to be safe and should be protected from all forms of abuse and neglect
- Safeguarding children is everyone's responsibility
- It is better to help children as early as possible, before issues escalate and become more damaging
- Children and families are best supported and protected when there is a coordinated response from all relevant agencies.

(‘What to do if you’re worried about a child being abused: Advice for practitioners’, 2015)

## Definition of Safeguarding:

Sheffield Inclusion Centre adopts the definition used in the Children Act 2004 and in ‘Working together to safeguard children’ 2023 and Keeping Children Safe in Education 2025.

This can be summarized as: -

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

Safeguarding is more than protecting children from deliberate harm. It relates to a number of aspects of school life that include health and safety, the use of reasonable force, meeting the needs of children and staff with medical or additional needs, first aid, educational visits, intimate care, internet and on-line safety and school security. “Children” include everyone under the age of 18.

## Online safety:

Online safety is exceptionally important and will continue to receive a high priority in the school’s approach to safeguarding its pupils and staff, as it is often how issues such as child exploitation, radicalization, bullying etc. are facilitated. The school will try its best to protect and educate pupils and staff in their use of technology and will identify, intervene in and escalate any concerns where appropriate.

There are four areas of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content e.g. pornography, fake news, racism, self-harm, suicide, radicalization
- **Contact** – being subjected to harmful on-line interaction with other users e.g. peer to peer pressure, commercial advertising, adults posing as children to groom/ exploit
- **Conduct** – personal online behavior that increases the likelihood of or causes harm e.g. making, sending and receiving explicit images
- **Commerce** – risks such as online gambling, financial scams, inappropriate advertising.

Following guidance from DfE School will expand on the four C (content, contact, conduct and commerce) to stress the importance of challenging not just extremism, but also “misinformation,

disinformation, fake news and conspiracy theories.”

Online safety must be reflected in relevant policies and considered when planning training and parental engagement. Children do not use mobile phones during school day and will ask staff if they wish to contact home by phone.

Sheffield Inclusion Centre has appropriate filters, and the IT Team monitor the use of computers in school, alerting the DSL/Online Safety Coordinator if there is any misuse of the systems.

Technology, risks and harm related to it evolve and change rapidly. There is an annual review of the school approach to on-line safety, supported by an annual risk assessment that considers and reflects the risks the children face. Regular updates are given to staff and pupils throughout the year at briefings and in the curriculum.

## **Artificial intelligence (AI):**

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard and are using them to support their day to day lives.

We recognize that AI has many uses, including enhancing teaching and learning, and helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully pupils in line with this policy and our behavior policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

## **Reasonable force:**

Reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm to breaking up a fight or where a child needs to be restrained to prevent violence or injury. Reasonable means using no more force than is needed. The use of force may involve either passive physical contact such as standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of the classroom.

The decision on whether or not to use reasonable force is down to the professional judgment of the staff concerned within the context of the law and depends on individual circumstances. Staff should always recognize the added vulnerability of children with special educational needs or disabilities, mental health or medical conditions. Planning pro-active behavioral support and agreeing those plans with parents and carers should reduce the need to use reasonable force.

Safeguarding involves a range of issues which can include:

- Physical, sexual, emotional abuse
- Neglect
- Issues for young carers
- Signs of mental health problems
- Child-on-child abuse including sexual violence and sexual harassment between children

- Bullying (including cyber-bullying and prejudice-based and discriminatory bullying)
- Racist, disability and homophobic or transphobic abuse
- Protecting children from the risk of radicalization or extremist behavior
- Child sexual exploitation
- Sexting and non-consensual sharing of nudes and semi-nude images and/or videos
- Substance misuse
- Domestic abuse/ violence
- Issues specific to our local area and population e.g. anti-social behavior, gang activity, youth violence
- Particular issues affecting children and young people including domestic violence, sexual exploitation, female genital mutilation and forced marriage.
- Being within the care system, are looked after or have been previously looked after or have a social worker
- Asylum seekers

## **Supporting Children and Young People at Risk:**

Our school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk.

Some children who have experienced abuse may, in turn, abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Children with behavioral difficulties, children with special educational needs and/or disabilities, children missing from education and children who are looked after are most vulnerable to abuse. Staff who work with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioral problems need to be particularly sensitive to signs of abuse. In a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

This school will endeavor to support children through:

- The school ethos, which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- The curriculum, to encourage self-esteem and self-motivation.
- The implementation of school behavior management policies.
- A consistent approach, which recognizes and separates the cause of behavior from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- Regular liaison with other professionals and agencies that support the children and their families.

This policy should be read and used in conjunction with other related guidance, procedures and policies in school. These include:

- Anti-bullying Policy
- Attendance Policy
- Behavior Policy (which includes guidance in use of restraint)

- On-line safety Policy
- Whistle-blowing Procedures
- Health and Safety Policy
- Volunteers Policy
- Trips and Visits Policy

## **Training and Support:**

Our school will ensure that the Headteacher, the DSL, DSDs and the Management Committee attend training relevant to their role.

All staff will receive and be able to access Child Protection training relevant and appropriate to their role and as a minimum requirement attend compulsory induction training when joining the school and complete statutory basic safeguarding training every 3 years which will include on-line safety. It will also include training in procedures to follow, signs to note and appropriate record keeping.

All staff, whether paid or unpaid, have access to appropriate training in order that they can react appropriately should an incident occur. All staff will be trained to recognize and respond to situations where a child may be at risk. Staff should understand the difference between a 'concern' and 'immediate danger or at risk of harm' ensuring appropriate action is taken.

## **Professional Confidentiality:**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Staff must make it clear when talking to children that some issues relating to their safety cannot be kept confidential. All child protection/safeguarding issues should be dealt with in a confidential manner. The DSL and Headteacher will decide which members of staff, if any, need to be informed of the case. The only purpose of confidentiality in this respect is to benefit the child.

Information-sharing between statutory agencies is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare. The school stores and will share information for safeguarding purposes including information, which is sensitive and personal, unless there is a risk of serious harm. Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Schools are encouraged to be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first arising or where a child is known to Social Care. If staff have a mental health concern that is also a safeguarding concern, they must follow the safeguarding procedures.

## **Records and Monitoring:**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. CPOMS (Child Protection On-line Monitoring System) must be used to record safeguarding concerns and to inform the safeguarding team.

When children leave our school, either mid-year or through end of phase transfer, all CPOMS files are sent electronically once requested by the receiving school. CPOMS file transfers only take place once the DSL has confirmed they attend the setting. Any paper copies of files will be hand delivered, again confirming the child is in attendance.

**Although all information is recorded on CPOMS, all relevant paper documents are available in a locked cabinet to which only the core Safeguarding Team have access.**

## **Recording Information:**

When expressing a concern, or relaying an allegation, staff must enter a timed and dated report onto CPOMS and pass on to the DSL in person. Subsequent records should then include a clear and concise summary of concern, details of how the concern was followed up, note of actions taken, decisions reached and outcomes.

## **Attendance at Child Protection Conferences:**

Our school will follow the recommendations for good practice from the local area Sheffield Children's Safeguarding Partnership with regards to attendance at Child Protection Conferences.

## **Safeguarding and Child Protection Roles and Responsibilities:**

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children and to report any concerns to the safeguarding team. There are, however, key people within school who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

One member of our senior leadership team is responsible for the implementation of appropriate procedures. This person also has deputies.

Our school (Headteacher/Management Committee) will ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

## **Procedures:**

Where it is believed that a child is suffering from, or is at risk of, significant harm, staff will follow the procedures set out in the Sheffield Children's Safeguarding Partnership Procedures. Staff in schools are ideally placed to notice changes in children's behavior or to observe injuries, both of which could be indicators of abuse. As trusted adults, children may tell staff they are being abused. Sheffield LA has laid down guidelines to be followed in relation to child protection. It is important that all staff are familiar with them and follow them rigorously.

All staff working (including visiting staff) at Sheffield Inclusion Centre are required to:

- Read and understand part 1 and/or Annex A of the Department for Education's statutory safeguarding guidance, 'Keeping Children Safe in Education 2025', and review this guidance at least annually.
- Be aware of the school's child protection and safeguarding policy and procedures, including referrals to statutory agencies. They must understand the role of the DSL and know how to deal with children missing from education.
- Observe and comply with the staff code of conduct.
- Attend all relevant training and development provided by the school and be aware of all their responsibilities in line with Keeping Children Safe in Education 2025.
- Know how to deal with a disclosure if a pupil discloses to a member of staff that they are being abused.
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputies, in line with the Child Protection

Procedures and the legal duty for reporting FGM, as set out in this policy.

- Understand the school's management policy and procedure and know what to do in the event of an allegation made against someone working with children.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regard to child-on-child abuse as outlined in this policy.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Be aware of the early help process. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment.

The Management Committee will:

- Ensure that safeguarding and Child Protection are at the forefront and underpin all relevant aspects of process and policy development.
- Ensure there are appropriate policies and procedures in place including on the website, in order for appropriate action to be taken in a timely manner for safeguarding and to promote children's welfare. These will include the Safeguarding Policy, Behavior Policy, Safer Recruitment, Staff Code of Conduct and procedures for children who go missing in education,
- Fulfil their strategic leadership responsibility for the school's safeguarding arrangements.
- Have regard to the guidance in 'Keeping children safe in education 2025,' ensuring policies and procedures and training are effective and comply with the law.
- Assess the impact of this policy in keeping children safe.
- Contribute any local, contextual information that may support children's safety and welfare.
- Appoint a nominated governor to liaise with the Head Teacher and Designated Safeguarding Lead (DSL) on Safeguarding issues.
- Receive and consider regular reports from the Head Teacher about the effectiveness of safeguarding and child protection at the school.
- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe.
- Review and annually approve the safeguarding policy, ensuring it complies with all law, regulation and good practice. They will also hold the headteacher to account for its implementation.
- Ensure all Management Committee read Keeping Children Safe in Education 2025.
- Receive any allegations made against the headteacher.

The Head Teacher will:

- Ensure that the policies and procedures adopted by the Management Committee are understood and followed by all staff.
- Ensure that whilst the activities of the Designated Safeguarding Lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the DSL who will be a senior member of staff in the leadership team.
- Meet regularly with the DSL.
- Ensure that the DSL has appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available.
- Ensure that the DSL is supported in developing knowledge and skills to encourage a culture of listening to children and that all staff take account of their wishes and feelings and consider how to build trusted relationships with children which facilitate communication.

- Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures.
- Attend advanced training through the Local Authority.
- Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are concerns for child protection, and can make appropriate referrals, including to early help services.
- Be alert to the signs of harm and abuse and specific safeguarding issues including but not limited to: Child Sexual Exploitation (CSE); Child Criminal Exploitation including County Lines activity; serious violent crime including violent sexual offences; child on child abuse, FGM, and radicalization. Child on child abuse can manifest itself in many ways but often in bullying (including cyber bullying and discriminatory bullying) gender-based violence / sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child-on-child abuse.
- Appoint a designated teacher to promote the educational achievement and welfare of students who are looked after and to ensure that this person has appropriate training.
- Communicate clearly to school staff, visitors, parents, and pupils so that everyone understands the school's safeguarding policy and procedures.
- Appoint a DSL and DSDs considering the range of responsibilities the DSL undertakes, e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- Ensure that contact and role details of the DSL and DSDs are clearly displayed in staff online areas and the website (along with this policy).
- Report to the Management Committee regularly regarding the effectiveness of safeguarding and implementation of related policies.
- Ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure all appropriate checks are made in relation to all staff, volunteers, visitors and school Management Committee.
- Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff at the school.

The Designated Safeguarding Lead is responsible for:

- Taking lead responsibility for safeguarding and Child Protection in the school, including on-line safety.
- Taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and Child Protection issues that children in need are experiencing, or have experienced and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- It is available for all staff to discuss any safeguarding issues or concerns.
- Ensuring all staff are aware of the DSL and deputy contact details.
- Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the early help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher apprised.
- Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
- Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- Attending accredited, enhanced training each year, as required to fulfil the role.
- Ensuring that appropriate training for staff (including periodic updates via on-line bulletins, email, or as part of staff meetings) is organized according to the agreed program with the Head Teacher and renewed through ongoing professional development.

- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring that effective communication and liaison take place between the school and the Local Authority or partner agencies, and any other relevant agencies, where there is a Safeguarding concern in relation to a student.
- Ensuring that all staff understand child abuse, neglect, and child on child abuse (including sexual violence and sexual harassment, Child Criminal Exploitation, FGM, and Prevent) and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND).
- Maintaining details of any looked after child's social worker and the name of the Virtual School Head in the Local Authority that looks after the child.
- Dealing with allegations of abuse, including assessments for early help, in accordance with local and statutory procedures.
- Supporting key staff in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Liaising with the Management Committee's nominated governor for safeguarding.
- Ensuring relevant records are passed on appropriately when pupils transfer to other schools, or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the school and ensures liaison to support the welfare and safety of the child.
- Undertaking the Sheffield Children Safeguarding Partnership (SCSP) annual safeguarding audit.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel program, Disclosure and Barring Service, and/or police), and support key staff who make such referrals directly.
- Contributing and helping other staff to contribute to early help assessments.
- Meeting regularly with the Head Teacher to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each staff and/or Senior Leadership Team (SLT) meeting.
- Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the school and meet the needs identified in the pupil's personal education plan.

## **Responding to Suspicion or Allegation of Abuse:**

(Definitions of types of abuse and signs that may indicate a child is being abused are listed at the end of this document)

The school has clear procedures to respond to two situations:

- Suspicion of abuse
- Allegation of abuse

In both situations it is vital to make a detailed record, including the child's name, form and any relevant dates and times, any other people who were present when the allegation was made, the actions taken, anything which staff were told and so on. The record should be factual, dated and should include the time at which it was written.

## Suspicion of Abuse:

Staff may develop a concern that a child may be suffering, or is likely to suffer, harm. S/he may exhibit certain of the signs listed, or her/his behavior may change with no satisfactory explanation. Staff must **always** share any concerns on CPOMS and with a member of the safeguarding team, who will discuss the appropriate course of action.

## Allegation of Abuse:

If a child tells a member of staff that s/he is suffering significant harm or explains that a physical injury has been caused by someone else, this is an allegation of abuse. Any allegation will need to be investigated by the appropriate safeguarding authority and/or the Police.

### What to do – Guidance for staff:

- Take the child seriously. It is rare for children to make false accusations, particularly of sexual abuse.
- Make time straight away for the child to talk to you in private. If this presents difficulties over cover for a class, inform the DSL or any member of SLT.
- When talking with the child - Stay calm and reassuring
- Explain that you cannot promise to keep what the child tells you a secret
- Tell the child you might need to get someone else to help
- Allow the child time and space to talk
- Listen to, and take seriously, what the child tells you
- Tell them that whatever the circumstances, they are not to blame
- Do not interrogate the child, but check out in a non-leading way that you are receiving a correct message
- Reassure the child that they have done the right thing in telling someone
- Ask the child if they have told anyone else
- Do not make any promises to the child
- Inform a member of the safeguarding team or the Headteacher.
- As soon as possible afterwards, write down everything the child told you, date and time of the account and give it to the person to whom you have referred the allegation. This account must then be passed on to the DSL for the Child Protection file and into CPOMS.
- As the person the child has entrusted in disclosing information it may be appropriate for you to continue to support the child, for example by being involved with any case conference that may follow. You will be kept informed as to the outcome of any disclosure.
- **Confidentiality is vital.** The DSL and Headteacher will decide which other staff, if any, need to know of the case.
- Do not contact anyone with parental responsibility until agreed by the investigating agency.
- Any member of staff can, in line with the 'Whistle-blowing Policy', contact the Local Authority Designated Officer (LADO) via the Sheffield safeguarding hub.

### Procedures for DSL and safeguarding team:

#### Where a member of staff relays a suspicion that a child may be at risk:

- Establish clearly with the member of staff the identity of the child concerned. Record the name, form, address and date of birth of the child, where they are, who is with them and how they are.
- Ensure that there is a timed and dated record of any concerns from the member of staff. This should be passed to the DSL for inclusion on CPOMS and in the Child Protection file.

### **If the child is already known to have a child protection plan or child in need plan**

If the child has a plan, then school should be aware of their current situation (e.g. who their key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker, via Social Care or do nothing other than reassure the teacher that school is aware that there is some basis to their concerns and that support is being offered to the child.

### **If the child does not have a plan**

The Safeguarding Team will use their professional judgement in deciding on a course of action. Depending on the nature of the concern they may:

- Manage support for the child internally via the school's pastoral support processes
- Undertake an Early Help assessment or
- Make a referral to statutory services e.g. if the child is likely to suffer harm
- Seek advice from the **Safeguarding Hub (0114 2734855)** – this is the usual avenue to check the school response
- They will keep a record of all contacts with external agencies.
- Whether or not the DSL/DSD decide to make a referral, they will see the teacher concerned, inform them of what is happening and reassure them that they did the right thing in relaying and recording their concerns.

### **When a child alleges abuse, any allegation made will need to be investigated by one of the statutory agencies:**

Ensure that a trusted adult stays with the child. If this presents any difficulty over cover, inform any member of SLT.

In the case of physical abuse injury, a first aider along with a member of the safeguarding team should see the child. If there is any evidence of bruising then make a sketch jointly with the first aider, being specific about location and size. NB involvement of a first aider must be done discreetly. Too much questioning of the child could prejudice any possible court case.

### **Making a referral:**

A member of the safeguarding team will take responsibility for the referral.

Before referral, ensure that the following information has been obtained:

- Details of the child- name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility
- Details of the concern - description of injuries/circumstances which are causing concern
- Details of any explanation or comment from the child
- Condition, location and expectations of the child
- Information given to parents/carer, if any
- Any background information
- Check the school safeguarding caseload  
If the child has a plan, then the member of the safeguarding team will contact the appropriate key worker.
- If the child does not have a plan, a referral must be made to the Sheffield safeguarding hub (2734855)

Following a referral, we will act on the advice of the Social Care Team.

If the safeguarding team are concerned about any response, or lack of response, from Social Care, a member of the safeguarding team will contact the Safeguarding Hub and refer to the Resolution of Practitioner Disagreements as set out by Sheffield Safeguarding Children Board.

### **If there are concerns about a colleague or safeguarding practice:**

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount, and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's **Whistleblowing Policy** (which can be found on the school website) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

If you are concerned about safeguarding practices within school, you must raise your concern through whistleblowing procedure.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher.

### **Allegations against staff:**

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and **a consultation with the Local Designated Officer (LADO) will happen if staff have.**

- **Behaved in a way which has harmed or may have harmed a child.**
- **Possibly committed a criminal offence against or related to a child or**
- **Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.**

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Management Committee. Staff may also report their concerns directly to Police or Designated Officer if they believe direct reporting is necessary to secure action. Allegations must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Headteacher. Allegations must be investigated under the procedures as set in the DFE statutory guidance 'Keeping children safe in education' 2025.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However, if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHS (Child and Adolescent Mental Health) may be required. This would be done through early help.

### **Low-level concerns:**

Low-level concerns will be noted. This is a concern which no matter how small, is causing a sense of unease or nagging doubt for staff, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work but does not meet the allegations threshold to consider a referral to the LADO. For example,

- being over-friendly with children:
- having favorites:
- taking photos of children on their mobile phone:
- engaging with a child on a 1-1 basis in a secluded area or behind a closed door:
- using inappropriate sexualized, intimidating or offensive language.

School will work to ensure that staff are clear about inappropriate behavior, empowering staff to share any low-level safeguarding concerns with the safeguarding team. Unprofessional behavior will be addressed and the individual supported to correct it at an early stage. School will seek to provide a response which is sensitive and proportionate when handling such concerns, helping staff to identify any weaknesses in the school's safeguarding procedures.

An uncomfortable fact is that some professionals do pose a serious risk to pupils, and every allegation must be pursued. However, staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children/staff are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2025)*.

**Staff, parents and Management Committee are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. The school will communicate this to all parties.**

The employer and the LADO plan the best course of action to investigate the allegation and decide which other parties to involve where appropriate, e.g. Police, HR, etc.

The purpose of these procedures is to:

- Improve consistency of reporting and investigation across all agencies
- Enable long term recording of allegations and outcomes for the benefit of the child, young person and adults involved
- Enable the Advisory Service to monitor allegations and determine if there are general issues to address

Sheffield Inclusion Centre follows the statutory guidance as set out in 'Keeping children safe in education' DFE 2025.

**Summary of procedure if you have a safeguarding concern or you feel a child is at risk of harm from anybody.**

- If you think a child is at risk of harm or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately.
- If you think an adult may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately.
- If you think a member of staff may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made you must inform the Headteacher immediately.
- Record all concerns or disclosures on CPOMS even if you have informed a member of the safeguarding team.
- Refer to the "What to do" section above.

## Whistleblowing:

Whistleblowing is when someone sincerely raises concerns either within the organization they work for or externally. These concerns usually relate to misconduct or malpractice in the past or now or something they fear may happen in the future.

The Public Interest Disclosure Act 1998 protects workers from any detriment from their employer (e.g. bullying or termination of contract) if they disclose information that they reasonably believe is in the public interest and relates to:

- a criminal offence
- the breach of a legal obligation
- a miscarriage of justice
- a danger to the health & safety of an individual
- damage to the environment
- information concerning the above that has been or is likely to be deliberately concealed

## Appendices:

1. Early help
2. Indicators of abuse
3. Types of abuse and neglect – physical, emotional, sexual, neglect.
4. Further information on other safeguarding risks:
  - A. child-on-child abuse
  - B. Child-on-child sexual violence and sexual harassment
  - C. Bullying
  - D. Children showing sexually harmful behavior (HSB)
  - E. Female Genital Mutilation
  - F. Forced Marriage
  - G. Child Criminal Exploitation including County Lines
  - H. Child Sexual Exploitation
  - I. Domestic abuse
  - J. Extremism, radicalization – the Prevent strategy and Channel
  - K. Looked-After Children
  - L. Children Missing from Education
  - M. Private Fostering
  - N. Children with Special Educational Needs and Disabilities
  - O. Children with a Social Worker
5. Health and Safety including visitors
6. Safer Recruitment at Sheffield Inclusion Centre
7. Resolution of Practitioner Disagreements (SSCB Guidance)
8. Helping children to keep themselves safe: outline of the RSHE Curriculum that supports safeguarding children at Sheffield Inclusion Centre
9. Further Guidance:

## Early Help:

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising. All staff are equipped to identify children who may benefit from early help and are trained to spot the signs and indicators that can make children vulnerable.

At Sheffield Inclusion Centre all staff support pupils and appropriate intervention is administered by the Designated Safeguarding Lead. As part of this support, referrals to appropriate agencies may be necessary. These may include the Multi-Agency Support Team/Family Intervention Service, the Community Youth Teams and/or the school nurse service.

Early help will include a meeting in school with a Family Intervention Support link worker who will offer advice and support and signpost parents to appropriate help.

### 1. Indicators of abuse:

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

However, children may have no physical signs, or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioral indicators of abuse.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless regarding their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behavior – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their schoolwork
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behavior beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Mental-health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

**It is very important that staff report and record their concerns – they do not need ‘absolute proof’ that the child is at risk.**

**Staff should always maintain an attitude of ‘it can happen here’ where safeguarding is concerned.**

## **2. Types of abuse and neglect:**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber 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, although it may occur alone.

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

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in 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, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

## **3. Further information on other safeguarding risks:**

### **A. Child-on-child abuse:**

All staff will be made aware that children can abuse other children. This will always be taken

seriously, acted upon and not dismissed as 'banter' or 'part of growing up'. It will be made clear that there is a zero-tolerance approach to abuse. These issues will be included in the RHSE lessons and discussions. Victims will be supported through the school's pastoral system and incidents recorded on CPOMS.

Child-on-child abuse is most likely to include, but may not be limited to,

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Physical abuse such as hitting, biting, kicking, shaking, hair-pulling, or causing physical harm.
- Sexual violence, such as rape, assault by penetration, and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Up skirting, which is a criminal offence in its own right under the Voyeurism (Offences) Act 2019. Up skirting occurs when someone takes a picture under a person's clothing, with or without underwear, without them knowing or without permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress, or alarm. It is a common aspect of peer-on-peer abuse and can happen to any gender.
- Initiation/hazing type violence and rituals
- Sexting (also known as youth produced sexual imagery) - this includes consensual or non-consensual sharing of nude and semi-nude images or videos. When investigating incidents, staff must remember not to view or forward illegal images of a child. More advice can be obtained from *'Keeping children safe in education 2025'* Usually, staff should confiscate any devices to preserve evidence for handing to the police and not promise confidentiality. Consensual image-sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children need to know it is illegal, whilst non-consensual is both illegal and abusive.
- Causing someone to engage in sexual activity without consent eg forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party.

#### **B. Child-on-child sexual violence and sexual harassment:**

Sexual violence includes:

- Rape – the intentional penetration of the vagina, anus or mouth of another person with the penis when the person does not consent and the person committing the offence does not reasonably believe that there has been consent.
- Assault by penetration – s/he intentionally penetrates the vagina or anus with a part of the body or something else without consent.
- Sexual assault – intentionally touching another person sexually without consent. This covers a wide range of behaviors so a single act of kissing someone without consent or touching someone's bottom, breasts, and genitalia without consent is included.
- Causing someone to engage in sexual activity without consent.
- NB A child under 13 can never consent to any sexual activity. The age of consent is 16.

Sexual harassment includes:

- Sexual comments – telling sexual stories, making lewd comments, sexual remarks about clothes, appearance and calling sexualized names
- Sexual jokes, taunting
- Physical behavior – brushing against, interfering with clothes, displaying pictures, photos or drawings of a sexual nature
- On-line sexual harassment – sharing of nudes, semi-nude images, videos
- Up skirting

- Sexualized on-line bullying
- Unwanted sexual comments and messages on social media
- Sexual exploitation, threats and coercion

Sexual violence and harassment can occur between two children of any age and sex. A group of children can sexually assault or sexually harass a single child or group of children. This can occur online or face-to-face and is never acceptable. It can take place within intimate personal relationships between peers. As already mentioned, all staff need to maintain the attitude that `it could happen here`. Addressing inappropriate behavior can be an important intervention that helps prevent problematic, abusive and/or violent behavior in the future.

All victims will be reassured that they are being taken seriously and will be supported. Children will be supported to report abuse, knowing concerns will be treated seriously, including abuse that occurs online or outside the school. If staff have any concerns, these must be reported immediately. Whenever possible, two members of staff will be present when there are discussions with the child.

When reporting sexual violence, the DSL should make an immediate risk and needs assessment, considering the victim, the alleged perpetrator and other children. These assessments should be recorded and reviewed, and adequate measures must be taken to keep all safe.

The following must be considered:

- the wishes of the victim, of how they want to proceed but this must be balanced with the school's duty and responsibilities to protect other children.
- the nature of the incident, whether a crime has been committed and HSB displayed.
- The ages of the children
- The developmental stages of the children
- Any power imbalances between them
- A one-off or sustained pattern of abuse
- Any on-going risks to the victim, school or staff
- Any other issues e.g. child sexual exploitation, child criminal exploitation

In nearly every case, advice will be sought from the LA Safeguarding Hub, in the first instance. (2734855). The school will aim to act in the best interests of the child. It will look to support and protect all involved but also take a zero-tolerance approach. Plans would be needed around the proximity of the children. Often, alleged perpetrators should be removed from classes shared with the victim and arrangements made for them to be kept apart.

The outcomes for incidents of sexual violence or harassment could be:

- Manage internally with pastoral support
- Early Help referral – to address non-violent HSB and prevent escalation of incidents.
- Referrals to Social Care via the Sheffield Safeguarding Hub where a child has been harmed, is at risk of harm or in immediate danger. School would work with Social Care, seek advice about any discussions with parents. Consideration of safeguarding the victim, alleged perpetrator and others involved would start immediately. If a decision is made not to intervene statutorily, school would refer again if they believed the child was in immediate danger or at risk of harm. School will report to the Police if there is a report of rape, assault by penetration or serious sexual assault, although the age of criminal responsibility is 10. If bail was granted during an investigation, school would manage the risks including the rights of an unconvicted person. However, if the investigation was into rape, assault by penetration or serious sexual assault, it would be important to keep the children apart even during transport to and from school. If a child is convicted and receives a caution, risk

assessments would have to be updated, ensuring that all are protected. There would be clear expectations and restrictions placed around the perpetrator and the protection of all from bullying/ harassment including online and if no further action is taken. If an allegation was malicious, there would be decisions taken about support needed and if disciplinary action was needed.

- The needs and protection of the victim remain paramount. A priority would be to make the victim`s daily experiences as normal as possible so that the school is a safe place for them.
- Consider the proportionality of the response, when looking for support
- Sexual assault can bring different health needs – physical, mental, sexual health, unwanted pregnancy. School would liaise with specialist services. e.g. CAMHS.
- Ongoing support for the victim would be needed from a trusted adult
- The victim may need space to withdraw at times
- The school would support the victims to remain in school, if possible, but they may look to move elsewhere at the request of the victim and their family. This would need liaison with the new placement.
- It is important that a clear record of actions and reasons are kept.
- Advice about safeguarding and supporting the alleged perpetrator is to be found in *Sexual Violence and Sexual Harassment between children at schools and colleges 2021*.
- Schools need to take disciplinary action and provide appropriate support. The perpetrator may have unmet needs and potentially pose a risk of harm to others. There may be symptoms of previous abuse. Advice would be sought from Hub and other agencies. Support is needed to stop child re-offending and assess the underlying trauma that may be causing the behaviors. If the perpetrator were to move schools, again there would be a need for careful liaison between the schools.

## **C. Bullying**

- Bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.
- All staff should understand the importance of challenging inappropriate behaviors between peers. Downplaying behaviors as `banter` or `growing up` can lead to a culture of unacceptable behaviors and a culture that normalizes abuse and so children are not reporting it.
- All incidences of bullying, including cyber-bullying, prejudice-based and discriminatory bullying will be recorded and reported and will be managed through our behavior and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in RSHE education. If bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.
- Bullying incidents including discriminatory and prejudicial behavior e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analyzed.
- There will be occasions when a pupil's behavior warrants a response under child protection rather than anti-bullying procedures.

## **D. Children with sexually harmful behavior (HSB)**

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behavior is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behavior may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behavior should speak to the DSL as soon as possible.

## **E. Female Genital Mutilation**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. All staff should speak to the DSL/DSD with any concerns but there is a specific legal duty on teachers that, if they discover an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

The 'One Chance' rule.

As with Forced Marriage, there is the 'One Chance' rule regarding FGM. This refers to staff potentially only having one chance to speak to a potential victim and thus may only have one chance to save a life. It is essential that the school acts without delay.

## **F. Forced Marriage**

**Arranged marriages** are those that are arranged by families of the two individuals concerned. The marriage is solemnized with the freely given consent of the individuals and all parties.

In **forced marriages** one or both parties do not consent to the marriage, and some element of duress is involved, that is either emotional or physical in nature. It may have been agreed when the child was very young. A forced marriage of a young person under the age of 18 is a child protection issue, because it is likely to cause significant harm. Concerns around forced marriages must be reported to Sheffield Safeguarding Hub on 0114 273 4855.

## **G. Child Criminal Exploitation including County Lines**

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

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organized abuse. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Children are increasingly being targeted and recruited online, using social media. Gangs can manufacture drug debts or threaten serious violence or kidnap to the victims or their families.

Staff should make themselves aware of issues surrounding County Lines.

### **How do you know if County Lines drug dealing is happening in your area?**

Some signs to look out for include:

- An increase in visitors and cars to a house or flat.
- New faces appearing at the house or flat.
- New and regularly changing residents (e.g. different accents compared to local accent).
- Change in resident's mood and/or demeanor (e.g. secretive/ withdrawn/ aggressive/ emotional).
- Substance misuse and/or drug paraphernalia.
- Changes in the way young people dress.
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewelry, cars etc.).
- Residents or young people are going missing, potentially for long periods of time.
- Young people are seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with the community or where they are.
- Truancy, exclusion, and disengagement from school.
- An increase in anti-social behavior in the community.
- Unexplained injuries.

All staff should be aware of the associated risks and understand the measures in place to

manage these. All staff at Nether Edge Primary will be made aware of the indicators that may signal children are at risk from, or are involved with, serious violent crime.

Signs may include:

- Increased absence.
- Change in friendships.
- New relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm.
- Significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

These could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Not taking part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

## **H. Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people, under the age of 18, receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organized crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognize that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Child sexual exploitation does not always involve physical contact; it can also occur through technology.

These are the common signs in identifying children who may be the victims of sexual exploitation:

- Underage sexual activity
- Inappropriate sexual or sexualized behavior
- Sexually risky behavior, `swapping` sex
- Repeating sexually transmitted infections
- In girls, repeat pregnancy, abortions or miscarriages
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile

- Having unaffordable new things (clothes, a mobile phone etc.) or expensive habits (alcohol, drugs etc.)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern e.g. brothels
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in or out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people or anti-social groups or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people into exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behavior or personality (chaotic, aggressive, sexual etc.)
- Mood swings, volatile behavior, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders,
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

## **I. Domestic Abuse**

Domestic violence and abuse refer to any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. Domestic abuse can be psychological, physical, sexual, financial or emotional. It can also encompass a wide range of behaviors and may be a single incident or a pattern of incidents. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (KCSiE 2022, P14)

### **Operation Encompass**

This initiative helps police and schools work together to provide emotional and practical help to children who have been involved in domestic abuse. When the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) before the child or children arrive at school the following day. This ensures that the school has up to date and relevant information about the child's circumstances and can enable support to be given to the child according to their needs. The DSL will endeavor to alert relevant pastoral support staff as soon as possible where this is appropriate. Sheffield Inclusion Centre is part of the Operation Compass initiative.

## **J. Prevent Strategy (Protecting children from the risk of radicalization or extremist behavior)**

From 1 July 2015 all schools have been subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (“the CTSA 2015”), to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Statutory Prevent Guidance summarizes the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalization and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalization. The Prevent duty builds on existing local partnership arrangements.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and according to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

“Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk of pupils at the school being drawn into terrorism. As a minimum, however, school should ensure that the DSL undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalization.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. School staff should understand when it is appropriate to make a referral to the Channel program. Channel is a multi-agency panel which focuses on providing support at an early stage to people who are vulnerable to being drawn into terrorism.

## **K. Looked-After Children (CLA):**

The most common reason for children becoming looked after is because of abuse or neglect. The school ensures that appropriate staff have information about a child’s looked after status and care arrangements including contact. The DSL has details of the child’s social worker as well as the name and contact details of the local authority’s virtual head for children in care. The DSL will work with the virtual head to discuss how funding can be best used to support the progress of LAC

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and meet the needs in their PEP (Personal Education Plan). Children who were Looked After previously are also monitored.

### **Liaison with the Virtual Head:**

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority.

The school's Designated Teacher for looked after children will work with the virtual school head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the student's personal education plan.

#### **L. Children Missing from Education:**

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorized absences will be monitored and followed in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM, forced marriage, child abduction and CSE.

All pupils will be placed on admission and attendance registers as required by law.

The school will only remove a child from the admission register when authorized by the local authority and only after following local authority guidelines. The school will inform the local authority of any pupil who fails to attend for a continuous period in line with local Sheffield procedures. The Children Missing from Education Team can be contacted on 0114 273 6462.

If a parent/carer has stated their intention to educate at home, schools and other professionals should coordinate a meeting with parents/carers to ensure that they have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or disabilities, is vulnerable or has a Social Worker.

#### **M. Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other person involved in making a private fostering arrangement must notify children's services as soon as possible. Should staff become aware of a Private Fostering arrangement they will inform the DSL who will consult with the family and if appropriate will inform Social Care.

**It is a statutory duty for the school to inform the Local Authority when it is made aware of a child or young person being subject to private fostering arrangements.**

#### **N. Children with special educational needs and disabilities**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviors such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded. The SENCO is part of the Safeguarding Team at the school.

### **O. Pupils with a Social Worker**

The school recognizes that children with social workers need extra support. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behavior and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where the school is aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorized absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

Enquiries are made under section 47 of the Children Act 1989 if there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

### **P. Health and Safety including visitors:**

The Head Teacher will ensure that there is a robust, up to date Health and Safety Policy and Procedure to meet the statutory responsibility for the safety of students and staff at the school. The Headteacher will identify and manage health and safety through the use of risk assessments which are carried out:

- On an annual basis for the school learning spaces and environment in and outdoors.
  10. For all school trips and educational visits.
  11. For pupils travelling between locations during the school day.
  12. For all work-based learning on work experience placements.
  13. When a pupil returns following an exclusion due to risky or violent behavior.
  14. When there are any changes to the premises or practices.
  15. Following a serious accident in relation to staff and/or pupils.
  16. When there is a high-level risk associated with contact with parents.
  17. To maintain effective security of the premises including protection from intruders, trespassers, and/or criminal damage.

Visitors and contractors will be expected to:

18. Report to the school reception on arrival.
19. Provide proof of identity and DBS as required
20. Always wear a name badge.
21. Receive suitable supervision by school staff when on site.
22. Be made aware of the arrangements for safeguarding and health and safety.
23. Comply with the relevant vetting checks specified through the school's recruitment process.

### **Q. Supervision of activity with children which is regulated activity when unsupervised:**

The school must consider if a worker is undertaking regulated activity but is not permitted to do so, without supervision. There must be supervision by a person who is regulated activity. The supervision must be regular and day-to-day. The supervision must be reasonable in all circumstances to ensure the protection of children.

School will consider:

- The ages of the children and if they are in mixed-age groups
- The number of children the person is working with
- Whether the workers are helping to look after children
- The nature of the individual's work and the opportunity for contact with children
- How vulnerable are the children?
- How many workers would be supervised by each supervising worker
- If the worker will be supervised by a person in regulated activity and whether that supervision will be regular and day-to-day
- If the supervision will be reasonable

NB A school is not entitled to request a barred-list check on a worker who, because they are supervised, is not in regulated activity.

#### **R. Use of school premises for non-school activities:**

If the activities are provided by the Management Committee, under the direct supervision or management of school staff, the school arrangements for safeguarding and child protection will apply. If the activities are provided by another body, the Management Committee should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures and inspect them as needed. Failure to comply with these arrangements will end the agreement made.

#### **S. Equal Opportunities:**

The school and Management Committee must consider the Equality, Diversity and Values Policy when discharging their duties under this policy.

#### **T. Safer Recruitment at Sheffield Inclusion Centre**

Sheffield Inclusion Centre creates a culture of safer recruitment which includes the adoption of rigorous recruitment procedures that help deter, reject or identify people who may pose a risk of harm to or abuse children.

Management Committee understand their responsibility to ensure safe recruitment checks are made.

Sheffield Inclusion Centre keeps an up-to-date Single Central Record (SCR). This includes the following information:

- All who work in regular contact with children in the school, including volunteers
- All members of the proprietor body.

All recruitment processes will include members of the senior team, staff or Management Committee who have completed 'Safer Recruitment' training.

#### **U. Resolution of Practice Disagreements:**

Staff will always work collaboratively with partner agencies to best meet the needs of children and

their families. The school will, however, always challenge decisions or actions which they believe affect the welfare of the child.

## **V. Helping children to keep themselves safe including online safety**

Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (RSHE) education lessons and in all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behavior rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, including sexting and tackling bullying procedures including the legalities and consequences. Online safety is based around the four areas of risk – content, contact, conduct and commerce as already noted.

The school continually promotes an ethos of respect for children, and the emotional health and wellbeing of the pupils is important to all staff. Pupils are encouraged to speak to a member of staff confidently about any worries they may have. However, all pupils are aware that if they disclose that they are being harmed or that they have, or intend to, harm another, that this cannot be kept secret and that information will need to be shared.

The RSHE safeguarding curriculum to support children at the school is in section Y below.

## **W. Filtering & Monitoring**

### **What is monitoring and filtering?**

Filtering systems: block access to harmful sites and content.

Monitoring systems: identify when a user accesses or searches for certain types of harmful content on school and college devices (it doesn't stop someone accessing it). Your school is then alerted to any concerning content so you can intervene and respond

Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems.

### **How Sheffield Inclusion Centre meet the standards?**

Management Committee/management committee has overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met.

To do this, they identify and assign:

- a member of the senior leadership team and a governor, to be responsible for ensuring these standards are met
- the roles and responsibilities of staff and third parties, for example, external service providers

## **Technical requirements to meet the standard**

The senior leadership team are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision
- overseeing reports

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports and concerns

Senior leaders work closely with, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

The DSL takes lead responsibility for safeguarding and online safety, which includes overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider has technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider works with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

## **X. Further guidance/ references:**

- a. 'Keeping children safe in education', 2017 & 2025 DfE
- b. 'Working together to safeguard children', 2018 & 2023
- c. Sexual Violence and Sexual Harassment 2021 DfE
- d. Children Act 1989 & 2004
- e. What to do if you're worried about a child being abused: Advice for practitioners', 2015

## **Y. RSHE Safeguarding Curriculum**

### **PSHE Curriculum**

When our pupils leave us we want them to:

- Be safe
- Make informed choices
- Understand their rights and responsibilities
- Respect others
- Know how to seek help & support

### **Content**


The core elements of our curriculum are underpinned by

- Consent
- Relationships
- Influences (including online)
- Brain health
- Signposting

These elements are threaded throughout all modules and are considered in the widest possible sense, eg consent is not just about sexual consent, relationships with .... others, food, exercise, etc.

### **Strands**

The following strands are interweaved throughout the years; this ensures that pupils make connections between the strands – eg impact of drugs & alcohol on brain health / relationships / etc. Content is returned to in more depth, building on prior understanding (Eg CSE/CCE would begin with influences, moving on to stages of being hooked / modern slavery / debt bonding)

-  Relationships
-  Intimate & Sexual Relationships
-  Online & Media
-  Physical Health
-  Brain Health
-  Wider Safety
-  Economic Wellbeing
- 

### **Each Lesson will contain**

- Facts and knowledge needed to make informed choices
- Rights, responsibilities and the law
- Viewpoints of others
- Opportunities for discussion
- Signposting

**Methods to fill gaps in knowledge for new arrivals:**

Mentoring team to work with new arrivals on the core elements of the curriculum on a one-to-one basis. This ensures that pupils can relate to the current module contents as the core elements will be embedded and be focused on during each module.

PSHE PLANNING OVERVIEW

<b>Term 1 Module 1</b> <b>Introduction</b> <ul style="list-style-type: none"> <li>• Ground rules</li> </ul>	<b>Term 1 Module 2</b> <b>Laying the foundations</b> <ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Consent (choices / language/negotiation)</li> <li>• Brain Health (coping strategies)</li> </ul>	<b>Term 1 Module 3</b> <b>Influences</b> <ul style="list-style-type: none"> <li>• Harmful online content</li> <li>• Healthy &amp; Unhealthy Relationships (Trust / loyalty)</li> <li>• Bullying</li> </ul>	<b>Term 2 Module 4</b> <b>Module 4: Staying Healthy</b> <ul style="list-style-type: none"> <li>• Healthy lifestyle and wellbeing</li> <li>• Exercise and Diet</li> <li>• Personal hygiene and sleep</li> <li>• Impact of alcohol and vaping</li> <li>• Scenarios</li> <li>• First Aid</li> <li>• Personal Lifestyle</li> </ul>
<b>Term 3 Module 5</b> <b>Managing Risks</b> <ul style="list-style-type: none"> <li>• Risky <u>behaviour</u></li> <li>• Drugs, Alcohol</li> <li>• Personal Safety</li> <li>• Financial exploitation</li> </ul>	<b>Term 3 Module 6</b> <b>Staying Healthy</b> <ul style="list-style-type: none"> <li>• Personal lifestyle (Assessment)</li> <li>• Personal reflection</li> </ul>	<b>Term 4 Module 7</b> <b>The Online World</b> <ul style="list-style-type: none"> <li>• Gambling</li> <li>• Tracking &amp; Targeting</li> <li>• Digital Footprint</li> <li>• Money Zone (MB)</li> </ul>	<b>Term 4 Module 8</b> <b>Influences</b> <ul style="list-style-type: none"> <li>• Harmful content (sharing nudes, and semi nudes)</li> <li>• Healthy &amp; unhealthy relationships (DA, forced marriage, coercive control, child on child abuse)</li> <li>• Connections &amp; influences</li> </ul>
<b>Term 5 Module 9</b> <b>Influences</b> <ul style="list-style-type: none"> <li>• Online influences extremism/<u>radicalisation</u></li> <li>• Violence (including knife crime)</li> <li>• Making and keeping friendships</li> </ul>	<b>Term 5 Module 10</b> <b>Staying Healthy</b> <ul style="list-style-type: none"> <li>• Body modification</li> <li>• Healthy &amp; unhealthy relationships – (emotional wellbeing)</li> <li>• FGM (including types of relationships)</li> </ul>	<b>Term 6 Module 11</b> <b>Staying Healthy</b> <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Exercise &amp; leisure</li> <li>• Community</li> </ul>	<b>Term 6 Module 11</b> <b>Staying Healthy</b> <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Relationship breakdown</li> <li>• Puberty</li> <li>• Changes</li> </ul>

## Z. Online safety curriculum

Lesson	Brief overview	Learning objectives
Lesson 1: An introduction to online safety	This lesson is designed to set the context in which online safety will be discussed and get learners considering their own online safety. In it, learners will be introduced to the online security threats that feature in this unit. Learners will engage critically with these concepts by considering the level of threat each poses. In small groups, they will then be asked to consider how exposed typical online behavior is to online security threats. Finally, they will use their own experience to discuss how to protect themselves from online safety threats.	<ul style="list-style-type: none"> <li>• Discuss the main safety concerns of being online</li> <li>• Reflect on online activity from a safety perspective</li> </ul>
Lesson 2: Online reputation	Learners will be asked to characterize why someone might use the internet and how their online needs change over time. This task will be used to discuss why it might be important to think about their online reputation even when they are still in school. In small groups, learners will be asked to consider different possible attackers and why they might want to damage someone's online reputation. They will then be asked to come up with strategies on how best to defend their reputation against these attacks. After a class discussion in which different ideas are shared and consolidated, learners will be asked to produce a poster or leaflet that provides information for others on how to protect their online reputation.	<ul style="list-style-type: none"> <li>• Define online reputation and discuss what it is made up of</li> <li>• Discuss techniques on how to build a positive online reputation</li> <li>• Discuss the ways in which one's online reputation might be under threat and how to defend it</li> </ul>
Lesson 3: Big data	In this lesson, learners will be introduced to the concept of big data and learn how it is used and why. They will be tasked with identifying what data they create online is of interest to organizations that analyses big data and determining how it could be used. Through a classroom debate, learners will share their thoughts on the ethics of big data use and develop an opinion on the role it should play in society.	<ul style="list-style-type: none"> <li>• Define the terms 'big data' and 'data analytics'</li> <li>• Investigate the stakeholders who use big data and why</li> <li>• Explain how data is collected on and how it is used</li> <li>• Discuss the ethics of big data use</li> </ul>
Lesson 4: Right to privacy	Having learnt about what kinds of data are being collected online, learners are now presented with the topic of privacy. In this lesson, learners will discover and discuss their rights to privacy in the UK. Learners will be presented with UK laws such as Article 8 of the Human Rights Act, the Investigatory Powers Act (2016), and the Data Protection Act (2018), as well as the terms and conditions of social media platforms. These will inform a class discussion in which learners will decide whether they think their privacy rights are being upheld. Learners will then consider the different possible levels of privacy rights and how they think	<ul style="list-style-type: none"> <li>• Investigate the legal rights to privacy within the UK</li> <li>• Discuss which rights are believed to be upheld</li> <li>• Debate whether the right to privacy is important, why this might be the case, and if the right to privacy is in tension</li> </ul>

	they should be set for society.	with any other rights
Lesson 5: Data protection	<p>The theoretical right to privacy is one thing, but ensuring it in practice is another. In this lesson, learners will determine how their data might be stolen, and why. They will then learn how to protect their data from attack.</p> <p>Building on discussions from previous lessons, learners will first be asked to determine what data they have created or shared online might be valuable, and to whom. They will then be invited to share their own knowledge on how this data could be stolen. After this knowledge sharing, learners will be presented with a series of online attacks such as phishing scams, ransomware, and malware to help formalize their knowledge. Learners will then discuss how they can protect themselves from such attacks and create a script for an online public service announcement that warns users about the threats of malware.</p>	<ul style="list-style-type: none"> <li>• Evaluate what data created online is valuable, and to whom</li> <li>• Discuss ways in which data might be stolen</li> <li>• Define terms 'phishing' and 'malware'</li> <li>• Identify ways to protect one's data online</li> </ul>
Lesson 6: Fake news	<p>In this lesson, learners will initially be presented with examples of fake and real news and asked to guess which is which. This will be used to have a discussion on the definition of fake news and whether it is always easy to determine whether something can be categorized as fake. They will then discuss who creates fake news and for what purpose. This discussion will be facilitated by some key case studies that appeal to both sides of the political spectrum. The lesson will conclude with an activity on identifying fake news.</p>	<ul style="list-style-type: none"> <li>• Discuss examples of disinformation spread online</li> <li>• Define the term 'fake news' and discuss the quantity of fake news available online</li> <li>• Identify why fake news exists and who creates it</li> <li>• Discuss ways of identifying fake news and other forms of disinformation</li> </ul>
Lesson 7: Illegal content	<p>In this lesson, learners will first be given some context and examples of what types of content are illegal in the UK, for example websites that facilitate the trade of illegal items, or contain hate speech, terrorist content, or obscene content. They will learn about laws in the UK such as the Digital Economy Act (2017), the Malicious Communications Act (1988), etc. (As opposed to teaching all the laws, the purpose will be to convey that, in the UK, the internet is governed by a piecemeal collection of context-specific laws.)</p>	<ul style="list-style-type: none"> <li>• Explain why some content online can be potentially harmful</li> <li>• Describe the UK laws governing online content</li> <li>• Discuss why policing online spaces can be difficult</li> <li>• Demonstrate how to</li> </ul>

		report illegal online content
Lesson 8: Right to access	Not all internet regulation is the removal of illegal content; some of it may instead be considered censorship. In this lesson, learners will build on their previous discussion of the difficulties in regulating online content, but this time they will focus on how to decide what should and should not be illegal. They will compare the UK context to that of other countries and debate the rights that individuals should have to access content online.	<ul style="list-style-type: none"> <li>• Discuss how we decide what content should be illegal</li> <li>• Compare UK laws with those in other countries</li> <li>• Discover different technologies used to access and share information online</li> <li>• Debate the right to access information in the context of safety concerns online already discussed in this unit</li> </ul>
Lesson 9: The bubble	In this lesson, learners will be introduced to the concept of the bubble. They will be asked to draw on their knowledge from the lesson on big data to describe how bubbles might form. This will be illustrated with an exercise in which they recreate the algorithms that reinforce social media bubbles. From this exercise, learners will be asked to discuss why bubbles might be harmful but could also be a positive thing. To do this, they can be prompted with previous topics like fake news and illegal content. Finally, learners will reflect on if they themselves are in a bubble, how they could get out of it, and whether they want to.	<ul style="list-style-type: none"> <li>• Reflect on how big data and other tools help to target information to specific users</li> <li>• Discuss the impact this might have on different people's online experiences and the potential disadvantages of living in an online bubble</li> </ul>
Lesson 10: Protecting myself online	<p>In this final lesson, learners will develop a raft of protection measures they can enact online.</p> <p>First, learners will be asked to summarise their learning by listing the threats and online safety concerns introduced in the course. Then they will create a list of the ways they want to use the internet. Using the material from previous lessons, they will design a ten-step guide to staying safe online that will help them achieve their online goals in a safe manner. The lesson will conclude with a debate on the topic 'The internet is too dangerous to use', to remind students that online spaces can be useful, but their users must be prepared.</p>	<ul style="list-style-type: none"> <li>• Summarise key aspects of online safety</li> <li>• Contemplate the potential harms of being online</li> <li>• Determine practical actions that can be made to protect oneself online</li> </ul>

