



'Individual Growth, Individual People'

Head Teacher: Mrs M A Tyers

Newark Orchard Whole School

Child Protection Policy

Reviewed November 2018

INTRODUCTION

Newark Orchard School recognises its responsibilities for safeguarding children and protecting them from harm.

The Child Protection Policy is reviewed by the Strategic Development and Pupil Committee of the Governing Body.

Rebecca Turner will undertake the role of Designated Lead Person for Child Protection supported by Leanne Hurdle, Lisa Williams and Margot Tyers the Designated Deputy Persons for Child Protection.

Role	Name	Contact Details
Designated Governor for Child Protection	Laura Redfern	laura.redfern@newarkorchard.notts.sch.uk
Designated Lead Person for Child Protection	Rebecca Turner	rebecca.turner@newarkorchard.notts.sch.uk
Designated Deputy Persons for Child Protection	Leanne Hurdle Lisa Williams Margot Tyers	lhurdle@newarkorchard.notts.sch.uk lisa.williams@newarkorchard.notts.sch.uk margot.tyers@newarkorchard.notts.sch.uk
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
Local Authority Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041498
MASH (Multi-Agency Safeguarding Hub)		0300 500 80 90 0300 456 45 46 (out of hours emergency duty Team)
Early Help Unit		Tel: 0115 8041248 9am to 4.30pm Mon to Fri Fax: 01623 433245 E mail: early.help@nottcc.gcsx.gov.uk (if from a secure e-mail address), or please use early.help@nottsc.gov.uk and password protect any confidential information Address: Early Help Unit, Meadow House, Littlewood, Mansfield, Nottinghamshire NG18 2TB
Prevent Referral		Made by DLP to prevent@nottinghamshire.pnn.police.uk

School

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Board.

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school safeguarding and child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2018 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

SAFEGUARDING

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of Nottinghamshire Safeguarding Children Board (NSCB).

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes 'Working Together to Safeguard Children 2018' (page 6).

NB. Children includes everyone under the age of 18 years of age.

Safeguarding is not just about protecting children from deliberate harm. It also relates to broader aspects of care and education including:

- Pupils' health and safety and well-being, including their mental health
- Meeting the needs of children with special educational needs and/or disabilities

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- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation: KCSIE 2018 Annex A

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice based bullying.
- *Peer on Peer abuse*
- Racist, disability and homophobic, *bi-phobic* or transphobic abuse.
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation and trafficking
- The impact of new technologies, including ‘sexting’ and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment (KCSIE 3018 Part Five)
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Particular issues affecting children including domestic violence, female genital mutilation and honour based violence and forced marriage.

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Newark Orchard School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school therefore, led by senior members of staff/governors aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Designated Safeguarding Lead. Although, any staff can make a referral to children’s social care. Where a child is identified as being in immediate danger then there should be no delay in a member staff reporting the concerns directly to children’s social care or the police as required.

The designated safeguarding lead who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

The Policy

There are five main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are trusted adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
- Recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
- Developing healthy relationships and awareness of domestic violence and abuse which is linked to *'honour' such as female genital mutilation and forced marriage*, bullying and peer on peer abuse
- Recognising how pressure from others can affect their behaviour.

- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (*DfE Keeping Children Safe in Education 2018 Page 40*), and the NSCB Local Inter-agency Procedures

- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the *DfE in Keeping Children Safe in Education 2018* to:

- Ensure we have a *Senior Designated* safeguarding lead (*who is a member of the leadership team*) and a deputy safeguarding lead for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure that we have a designated teacher for Looked After children.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated safeguarding lead (and their deputy) responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead or to children's social care/police if a child is in immediate danger
- Ensure all staff and volunteers are aware of the early help process and understand their role in it.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus *and on the school website*
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in a *locked cabinet in an office (not a classroom)*
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. *We also recognise that the children and young people at Newark Orchard are more vulnerable than others due to their special educational needs and or disabilities.*

The school will endeavour to support the pupil through:

- *The content of the curriculum, a safeguarding element to the curriculum has been developed and runs through the wider curriculum areas. This is included as an integral part of our pupil's educational experience.*
- *A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. The school has a recognised set of Rights and Responsibilities which are promoted across the whole school. Alongside this are our school values which are based on 'British Values' The values are built into a two year cycle and are taught through assemblies, reward systems and discussion.*
- *The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred. The school has recently been awarded the 'All Together' Gold standard for its work with the Anti Bullying Alliance in recognition for the importance we place in making the school a safe place to be.*
- *Pupil and parent surveys are completed annually which include questions around feeling safe and pupils knowing who to go to for support.*
- *The lunch time clubs include time for young people to be supported to discuss areas which may cause them concern such as social networking and its effect on emotional wellbeing.*
- *The school has a dedicated teaching assistant who works on a 1:1 basis with individuals who may be more vulnerable to exploitation both online and in the community*
- *The school has Mental Health leaders and ambassadors who have Mental Health First Aid training to support pupils who may be vulnerable due to their needs.*
- *Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision version 7, published in March 2018), CAMHS and education psychology service, use of Complex Case Resolution Meetings and the Early Help Assessment*

- Ensuring that, where a pupil leaves and is subject to a child protection plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised.

Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with NCC HR Guidance found on the schools portal (if schools have bought in to the service) and from DfE *Keeping Children Safe in Education 2018*. Staff and governors will be informed of any changes to practice.
- *School leaders, staff and members of the governing body will be appropriately trained in safer working practices.*
- *Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process.*
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct. This includes contact between staff and pupils outside the work context.
- In the event of any complaint or allegation against a member of staff, the Head teacher (or the designated safeguarding lead) if the Head teacher is not present, will be notified immediately. If it relates to the Head teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) *and HR Business Partner.*
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the *Safeguarding Children in Education Officer (SCIEO)*, LADO and NCC HR where appropriate to the leadership team.
- *All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the School Portal.*

Links to other Local Authority policies and Guidance

This policy, together with the following, should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school

- Accessibility Plan
- Anti-Bullying
- Attendance Policy
- Behaviour Policy
- Equality Policy
- Central Record of Recruitment and Vetting Checks
- Complaints Procedure
- Online Safety Policy to be

- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent duty
- Health and Safety
- Home-school Agreement Document
- Physical intervention Policy
- Register of Pupil Attendance
- School Access Policy
- Sex education
- Staff Behaviour (Code of Conduct policy)
- Staff Discipline, Conduct and Grievance
- Schools information published on a website
- Whistle Blowing Policy
- Intimate Care Policy
- Administration of Medicines policy
- Manual Handling Policy
- Personal & Intimate Care Policy
- Contact Between Staff & Students Outside the Usual Work Context Policy
- Guidance on Visitors, Including VIPs to Schools
- *Safer Recruitment*

All Agencies

- [Pathway to Provision Version 7 \(NCC\)](#)
- [Escalation policy \(NCC\)](#)
- [Guidance where children are at risk of missing education](#)
- [Interagency Safeguarding Children Procedures of the NSCB](#)

Roles and Responsibilities

Everyone

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children.

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn.

All our staff are aware of the early help process and understand their role in this, this includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding lead and understand they may be required to support other agencies and professionals in assessments for early help.

All our staff are aware of systems within Newark Orchard School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the designated safeguarding lead and Keeping Children Safe in Education Part One. Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information

All our staff and Governors receive safeguarding and child protection training on an annual basis through Hays Online. This ensures that everyone is updated around the latest advice relating to all areas of safeguarding and how to identify where a child may be at risk.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

All our staff know what to do if a child is raising concerns, disclosures of abuse and neglect. Staff will maintain a level of confidentiality whilst liaising with the designated safeguarding lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

All staff have a key role to play in identifying concerns and provide early help for children.

To achieve this they will:

- *Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.*
- *Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.*
- *Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.*
- *Attend training in order to be aware of and alert to the signs of abuse.*
- *Maintain an attitude of "it could happen here" with regards to safeguarding.*
- *Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed*
- *Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.*
- *Follow the allegations' procedures if the disclosure is an allegation against a member of staff.*
- *Follow the procedures set out by the LSCB and take account of guidance issued by the DfE KCSIE 2018 Part One.*
- *Support pupils in line with their child protection plan.*
- *Treat information with confidentiality but never promising to "keep a secret".*

- *Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.*
- *Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.*
- *Liaise with other agencies that support pupils and provide early help.*
- *Ensure they know who the DSL and Deputy DSL are and know how to contact them.*
- *Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.*

Senior Management Team responsibilities:

- *Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance*
- *Provide a co-ordinated offer of early help when additional needs of children are identified*
- *Ensure staff are alert to the various factors that can increase the need for early help (para 18 KCSiE 2018)*
- *Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings.*
- *Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.*
- *Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.*
- *Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.*
- *Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2018 Part Four), Nottinghamshire Safeguarding Children Board (NSCB) and Nottinghamshire County Council (NCC)*

Teachers (including NQTs) and Head teachers – Professional duty

The Teacher's Standards 2012 remind us that teachers, newly qualified teachers and head teachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

Designated Safeguarding Lead

We have designated safeguarding leads who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. This designated safeguarding lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

As our school is split site we also have a three deputy safeguarding leads, who will provide cover for the designated safeguarding lead when they are not available. Our deputy safeguarding leads have received the same training as our designated safeguarding lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the designated safeguarding lead in managing referrals, attending Child Protection Conferences and supporting the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our designated safeguarding lead will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse.

The Senior Designated Safeguarding Lead is expected to:

- **Manage Referrals**
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required

- **Work with others**
- Liaise with the head teacher to inform him/her of any issues and on-going investigations.
- As required, liaise with the 'case manager'(as per Part Four of KCSiE 2018) and the LADO where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with *Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Board procedures and practice guidance*

- **Undertake training**
- Formal designated safeguarding lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The designated safeguarding lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register to evidence the training.

The training undertaken should enable the designated safeguarding lead to:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood and used appropriately
- Ensure that the child protection policy is reviewed annually, procedures and implementation are updated and reviewed regularly and work with governing bodies regarding this
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and make parents/carers aware that referrals may be made about suspected abuse or neglect
- Liaise with the NSCB and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.

Child protection file

- The designated safeguarding lead is responsible for ensuring that where children leave the school or college their child protection file is transferred to the new school or college *at the same time the child goes on roll of its new school or education provision.*

Availability

- During term time the designated safeguarding lead (or a deputy) are always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Appropriate arrangements will also need to be for any

out of school hours activities *in- line with the guidance contained in DfE KCSIE 2018 para 61 to 67 and Annex B.*

Head teacher

The head teacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The head teacher will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, NCC HR Contact between Staff and Pupils Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education *guidance 2018*, part one, as a minimum.
- The head teacher will ensure there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2018.

Governing Body

The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues within the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (*Working Together to Safeguard Children 2018*) as well as with local NSCB guidance and monitor the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare
- *Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSIE 2018, Working Together to Safeguard Children 2018 and the recently published HM Government guidance ' Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018.*
- *Ensuring cooperation with the local authority and other safeguarding partners*
- Appointing a designated safeguarding lead from the leadership team to take lead responsibility for safeguarding and child protection and a designated teacher for looked after children, who is appropriately trained.

- Ensuring that all staff read at least part one of *Keeping Children Safe in Education 2018* and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in part one.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- *The Chair of Governors and Named child protection/safeguarding governors will access role specific training to enable them to discharge and comply with their child protection/ safeguarding responsibilities.*
- Ensuring there is a training strategy in place for all staff, including the head teacher, so that child protection training is undertaken with refresher training at three yearly intervals. The designated safeguarding lead should receive refresher training at two yearly intervals.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated in to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring that there are procedures in place to manage allegations against staff exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
- *Ensuring that if there is an allegation made against the Head Teacher or Principal that meets the criteria for a referral to LADO then the Chair of Governors/Chair of the Management Committee/Proprietor will contact the LADO immediately (within 24 hours) – see Part Four of KCSiE (2018).*
- *Ensuring that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).*
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future.
- Ensuring that appropriate filters and monitoring systems are in place to protect children online *and children are taught about keeping safe online through the curriculum.*
- Ensuring that peer on peer abuse is included in safeguarding child protection policy, sexting and the schools response is included and different gender issues that are prevalent in peer on peer abuse.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensuring at least one person on any *interview* panel has undertaken safer recruitment training *when interviewing*
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

Looked After Children – the role of Designated teacher and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the education achievement of children who are looked after. They have the appropriate training. The designated teacher will work with the Virtual School Head to ensure that the progress of the child is supported.
- The designated safeguarding lead will also have details of the child's social worker and the name of the virtual head. The designated safeguarding lead will work closely with the designated teacher as we recognise that children may have been abused or neglected before becoming looked after and we need to ensure their on-going safety as well as supporting their education and development by linking with their social worker, carers and parents where appropriate.
- *We also recognise those children who were previously Looked After – After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.*

Care Leavers

We recognise those children and young people who cease to be Looked After and become 'care leavers, should remain supported and our Designated Teacher and schools staff will work with the personal advisor appointed for them to help develop a pathway plan with them and the young person.

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other.

Staff who regularly come into contact with children are aware of the Dfe guidance [What to do if you're Worried a Child is Being Abused](#)

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;

- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The four categories of child abuse are as follows:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse, and**
4. **Neglect**

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.

Some of the Possible Indicators Could Include:

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

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.

Some of the Possible Indicators Could Include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appealing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

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

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

Neglect the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

Our staff will be alert to the potential needs for early help for a child who:

- *is disabled and has specific additional needs*
- *has special educational needs (whether or not they have a statutory education, health and care plan EHAF)*
- *is a young carer*
- *is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups*
- *is frequently missing/goes missing from care or from home*
- *is misusing drugs or alcohol themselves*
- *is at risk of modern day slavery, trafficking or exploitation.*
- *is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse*
- *has returned home to their family from care*
- *is showing early signs of abuse and/or neglect*
- *is at risk of being radicalised or exploited*
- *has an age inappropriate understanding of sexualised behaviours*
- *is privately fostered*

All our staff have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via peer on peer abuse, which may include:

- *bullying (including cyberbullying)*
- *physical abuse such as hitting, kicking, shaking ,biting, hair pulling, or otherwise causing physical harm;*
- *sexual violence and sexual harassment*
- *sexting (also known as youth produced sexual imagery; and*
- *initiation, hazing type violence and rituals*

*All our staff will **always act in the ‘best interest of the child’** and report or refer concerns in accordance with our school policies and procedures*

Contextualised safeguarding

We recognise safeguarding incidents and / or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff but particularly our Designated Safeguarding Leads (DSL’s) will consider the context within which such incidents and or behaviours occur. We recognised this is known as ‘contextual safeguarding’ and will take into account by assessing whether wider environmental factors are present in a child’s life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or

avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist *for all of our pupils* when recognising abuse and neglect:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; *all staff know the pupils well and can recognise the changes in behaviour or mood which may indicate possible safeguarding concerns*
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; *the school's Safeguarding curriculum and support package offers opportunities for our pupils to seek or be offered support when needed.*
- Communication barriers and difficulties in overcoming these barriers; *the school has a 'Total Communication' approach and all staff are able to use signs and symbols to support communication and work closely with SaLT to promote communication methods for our most vulnerable pupils.*
- *Recording, monitoring and addressing individual behaviour concerns and incidents taking into account the child's SEN and disability. Patterns of behaviour are identified quickly and appropriate support is identified. The concerns are highlighted and discussed with the link Educational Psychologist and CAMHS worker at regular meetings.*

Peer on Peer Abuse

- Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up"
- In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.
- We recognise that peer on peer abuse can manifest itself in many ways such as:
 - Child Sexual Exploitation
 - Sexting or youth produced digital imagery
 - Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used by for bullying and other abusive behaviour
- There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities).
- Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise

that both boys and girls experience peer on peer abuse but they do so in gendered ways.

Child Sexual Exploitation (CSE)

- The school adheres to the NSCB procedure in relation to child sexual exploitation. This is our policy to summarise our position.
- We recognise that child sexual exploitation is a high profile issue both nationally and locally.
- The school recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our school
- Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.
- As a school we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.
- If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.
- Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work.
- An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.
- We want to have a culture where the welfare of children is actively promoted and staff and pupils are vigilant. As part of this children will feel listened to and safe.

Sexual Imagery (Sexting)

The school recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under 18's is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at UKCCIS 2016 Guidance. This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

Our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent. However the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The school is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The school may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support

them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships. All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
- Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
- Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 31 UKCCIS Sexting in Schools Guidance 2016
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to children's social care and/or the police should be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming
- Where the above do not apply then the school will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL with the input of the Head teacher and others as appropriate and will be recording.

Examples of cases where there is no need to involve the police are:

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.

In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considering when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement will always be applied.

The images will not generally be viewed by staff unless there is a clear reason for doing so, reporting of the content is usually sufficient

- We will NOT copy, print or share the image as this is illegal
- If viewing is done, it will be with another member of safeguarding staff or senior leadership

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.

Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police

CSC will be involved where are concerns which meet the threshold or if we know they are already involved with a child.

Prevent Duty and Radicalisation

There are now duties imposed on schools and other agencies in relation to The Prevent Duty which came into force on 1 July 2015. The Prevent Duty is now incorporated into our existing policies.

Further advice in relation to this is within KCSiE and also the DfE non-statutory guidance for schools and early years' providers.

We are proactive in our approach and have ensured the DSL and deputies have accessed face to face training to help identify risk and support other colleagues where there are specific concerns. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with.

Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team and more serious concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

In exercising our specific duty under Prevent we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to Daesh, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision/systems.

As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, assemblies, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies, visitors, premises' hire and our online safety and ICT policies

Female Genital Mutilation

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Board procedures NSCB

Procedures FGM which has been informed by the government Multi-Agency Statutory Guidance 2016.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

Although prevalence of FGM within Nottinghamshire is not likely to be high, no local authority area is likely to be free from FGM entirely. Staff and governors therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 which strengthened protection to women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under the age of 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities. In all cases where schools suspect a girl to be at risk they must follow normal safeguarding procedures. Certain times of year present a greater risk to girls from practicing communities. The ‘cutting season’ during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all staff and the nominated governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may talk about ‘special female visitors’ who are staying with the family, especially during the ‘cutting season’.
- A child may confide that she is to have a ‘special procedure’ or to attend a special occasion.
- A child may request help, directly or indirectly, from a teacher or another adult.
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family.
- A girl is withdrawn from PSHE/SRE without any specific reason being given.

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing.
- Spending longer in the bathroom.
- Urinary or menstrual problems.
- Prolonged absence and then noticeable behaviour changes.
- Reluctance to undergo normal medical examinations.
- May confide in a professional but may not be explicit or may be embarrassed.

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the DSL who in turn should consult the MASH.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- You have a duty to protect, safeguard and share information.
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent).
- There will be potential enquiries under Section 47.
- Potential police enquiries.
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Where you know that FGM has taken place:

You must report this direct to the police in accordance with the mandatory duty.

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

We recognise that a child going missing from education is a potential indicator of abuse or neglect.

When a child is absent from school without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have an admission register and an attendance register which supports the school in safeguarding children who may be at risk of missing education.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded

The actions that will be taken by the school are in the Guidance For Head Teachers and Business Managers where Children are at Risk of Missing Education

Every child should be accounted for, their whereabouts should be known or we will make a referral to the relevant service. We will not remove a child from our role unless we can evidence an agreement with the local authority to do so.

Where a pupil who fails to attend our school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more we will follow Nottinghamshire County Council's Guidance for Head Teachers and Business Managers where Children are at Risk of Missing Education

Absence

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the school. Schools will need to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and or a disability
- are using substances
- have an education health care plan
- there are indications that the child is at risk of CSE, grooming, radicalisation etc

- There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.
- School staff will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within school, the designated safeguarding lead will be informed
- Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.
- When a decision has been made to contact the police, the police will require information from the school to assist in locating the child and returning them to a safe environment.
- If a child has a social worker or case manager (eg. early help) then they should also be informed.
- Where a child is known to regularly go missing from school, a risk assessment for the child will be undertaken.
- For further guidance please see the missing protocol or speak to Nottinghamshire County Council's Glen Scruby, Children's Missing Officer.
Missing.CME@nottscc.gcsx.gov.uk / 0115 8041045

Honour-based violence

- *The terms "honour crime" or "honour-based violence" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.*
- *In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage.*

Forced marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Specific issues facing people with disabilities

Research and evidence from practice tells us that children and adults with learning disabilities are subjected to more abuse and less likely to be protected by safeguarding systems than their peers who do not have learning disabilities. It might also be wrongly assumed that the impact of abuse is somehow physically or emotionally less painful because the victim has a learning disability.

European and international human rights law and the Human Rights Act 1998 apply equally to people with and without disabilities. All too often people with learning disabilities are seen or treated by others in ways that contravene their rights, for example in not being given choices or having their views listened to. The impact of this can be that people with learning disabilities do not have the opportunity to develop fulfilling relationships, do not participate fully in decisions affecting their lives and have their participation in many activities limited.

Children and adults with learning disabilities are subjected to more abuse than their peers who don't have a disability for a range of reasons including:

- *Increased likelihood of social isolation.*
- *Dependency on parents or family members and carers for practical assistance in daily living including intimate and personal care.*
- *Impaired capacity to resist or avoid abuse or understand that a situation is abusive.*
- *Speech, language and communication needs.*
- *Lack of access to a trusted person if wanting to disclose.*
- *For children and adults living in residential care, an additional dependency on staff for daily care and possibly no access to an independent person who can advocate on their behalf.*
- *Being more easily coerced or eager to please.*
- *Human rights not being recognised or respected.*

Children and adults with learning disabilities are less likely to be safeguarded from harm than people without learning disabilities. Considering the age range of victims, the transition period between child and adult services for young people with learning disabilities is a time of particular vulnerability. Professionals are sometimes unable to recognise that abuse is taking place for a range of reasons including:

- *Over identifying with parent or carer – this can lead to reluctance in accepting abuse is taking place or seeing it as being attributable to the stress of caring for a person with disabilities.*
- *Lack of knowledge about the impact of the learning disability on the child or adult.*
- *Lack of knowledge of the child or adult's usual behaviour.*
- *Confusing behaviours that indicate a person might be being abused with those associated with disability (e.g. behaviour that challenges).*
- *Accepting what are perceived to be "cultural norms".*
- *Lack of clear guidance in safeguarding policies and procedures.*
- *Not recognising forced marriage for what it is.*
- *Physical injuries, e.g. bruising, explained by the person's disability rather than abuse.*
- *Reliance on parents to speak for their child or explain behaviour or symptoms.*
- *Difficulty for professionals to remain confident in their own expertise when challenged by a parent or carer.*

- *The belief that a child or adult with a learning disability cannot communicate their wishes and feelings, or it is thought too difficult to obtain their views.*⁴

A person's capacity to consent can change. For example, with the right support and knowledge, a person with a learning disability may move from a position of lacking capacity to consent to marriage, to having capacity. However, some children and adults with learning disabilities are given no choice and/or do not have the capacity to give informed consent to marriage and all it entails. This may include engaging in a sexual relationship, having children and deciding where to live.

Potential warning signs or indicators

There have been occasions when girls have presented with less common warning signs such as cut or shaved hair as a form of punishment for disobeying or perhaps "dishonouring" her family. In some cases, a girl may report that she has been taken to a private practice to be examined to see if she is a virgin. There have been reports of girls presenting in the NHS with symptoms associated with poisoning. In certain communities, it is considered important that women undergo female genital mutilation (FGM) before being able to marry

- *Absence and persistent absence.*
- *Request for extended leave of absence and failure to return from visits to country of origin.*
- *Fear about forthcoming school holidays*
- *Surveillance by siblings or cousins at school.*
- *Decline in behaviour, engagement, performance or punctuality.*
- *Poor exam results.*
- *Being withdrawn from school by those with parental responsibility.*
- *Removal from a day centre of a person with a physical or learning disability*
- *Not allowed to attend extra-curricular activities*
- *Sudden announcement of engagement to a stranger*
- *Prevented from going on to further/higher education*

The FMU is always happy to talk to frontline professionals handling cases of forced marriage at any stage in a case. It can offer further information and advice on the wide range of tools available to tackle forced marriage, including legal remedies, overseas assistance and how to approach victims. FMU staff can also speak at conferences or run training workshops to teams of frontline practitioners, and provide free leaflets and posters.

- **Call:** 020 7008 0151 (**Mon-Fri: 09.00-17.00**)
- **Email:** fmufco.gov.uk
- **Web:** www.gov.uk/forced-marriage
- **Address:** Forced Marriage Unit, Foreign & Commonwealth Office, King Charles Street, London, SW1A 2AH
- *For all out of hours emergencies, please telephone 020 7008 1500 and ask to speak to the Global Response Centre.*

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child they will need to decide what action to take. Where possible a discussion will take place with the designated safeguarding lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately. In this case a referral will be made by the member of staff if required, with the designated safeguarding lead being informed of the referral.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising and only using open questions.
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive or repetitive.
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The designated safeguarding lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted direct in an emergency.

Staff will never attempt to carry out an investigation of suspected abuse by

Page 30

interviewing the child or any others involved. *The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.*

Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the designated safeguarding lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The head teacher or designated safeguarding lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

[DfE guidance](#) See also the NSCB guidance. www.nottinghamshire.gov.uk/nscb

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious case reviews (SCR's) have highlighted that missed opportunities to record, understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children. (Working Together to Safeguard Children 2018 para 23).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- *DfE KCSIE 2018 para 71 to 75*
- *HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Board (NSCB) Policy and Practice Guidance.*

Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.

A chronology will be kept in on orange file with the main pupil file prior to the commencement of a concern (red) file. Staff, will record any minor concerns and will take responsibility for alerting the designated safeguarding lead. Should the number of concerns rise or, in their professional judgement, become significant then a concerns file should be commenced.

At the point at which a concern file is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file exists.

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

It is also true that without information being recorded it can be lost; this could be crucial information, the importance of which is not necessarily apparent at the time. On occasions this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

The Child Protection (CP), Child in Need (CiN) or Confidential file

The establishment of a 'CP, CiN or confidential' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in school (named designated person).

A 'child protection' or 'confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

It is recommended that within a child's 'confidential file there is:

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

The school will keep written records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the designated safeguarding lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The *confidential* file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave the school or college they should ensure their concern/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place. There should be a smooth and safe transition for the child.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern. **NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.**

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision document *Version 7 document published March 2018*.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any concerns which may prevent future harm.

The designated safeguarding lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an on-going dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children. ***Educating Young People***

As a school we need to teach children in an age and *developmental stage appropriate* way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE programme and though IT curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to be safe and to feel safe)
- recognising abusive and coercive language and behaviours

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#)' which helps young people to handle incidents of sexting.

The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety

The following appendices are a part of this policy:

Appendix 1	NCC LA Flow Chart 'What to do if you are worried a child is being abused
Appendix 2	Template: Case Record and Chronology form
Appendix 3	Template: Logging a concern about a child's safety and welfare
Appendix 4	Template: Body Maps Guidance and Body Maps
Appendix 5	Template: Information Front Sheet
Appendix 6	Template: Logging Concerns
Appendix 7	Template: Auditing of pupil records
Appendix 8	Template: Induction Checklist
Appendix 9	Template: Audit Checklist

Appendix 1

Newark Orchard School Child Protection/ Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'

Member of staff, volunteer has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviour

Where a child or young person discloses abuse or neglect

- Listen to what they say, keep calm, reassure they are right to tell and you will take action to help keep them safe. **DO NOT DELAY take any immediate necessary action to protect the child**
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information onwards
- Do not question further, or inform the alleged abuser

Discuss concerns with the Snr Designated/ Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH if a new concern)
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or 'child protection' file should be opened, stored in line with the school child protection policy

Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/ families personal details to hand and be clear about concern/ allegations

Safeguarding concern resolved/no longer held

Support has been agreed, record decision, any follow up actions

Children's Social Care

During Office Hour, Monday to Friday
Multi Agency Safeguarding Hub (MASH)

Tel:- 0300 500 80 90 If the child is at immediate risk dial 101 and ask for assistance Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Board procedures – www.nottinghamshire.gov.uk/nscb

Out of hours
Contact:-
Emergency Duty Team
(5.00pm – 8.30m)
Tel: 0300 456 4546

Unmet needs identified

Decide what actions are needed to support the

Consult with child young person, family and relevant agencies:
Agree support, refer to NCC LA guidance 'Pathway to Provision' Version 7

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO)
Tel:- 0115 8041272.

Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

This flow chart is intended as a brief guide. Please refer to our Child Protection Policy

Appendix 2

Chronology

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this has happened)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Safeguarding Lead**

Part 2 (for use by the Designated Safeguarding Lead DSL)

<p>Time and date information received by DSL, and from whom.</p>	
<p>Any advice sought by DSL (date, time, name, role, organisation and advice given).</p>	
<p>Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc.) with reasons.</p> <p>Note time, date, names, who information shared with and when etc.</p>	
<p>Parent's informed Y/N and reasons.</p>	
<p>Outcome</p> <p>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</p>	
<p>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</p>	
<p>Should a concern/confidential file be commenced if there is not already one? Why?</p>	
<p>Signed</p>	
<p>Printed Name</p>	

Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

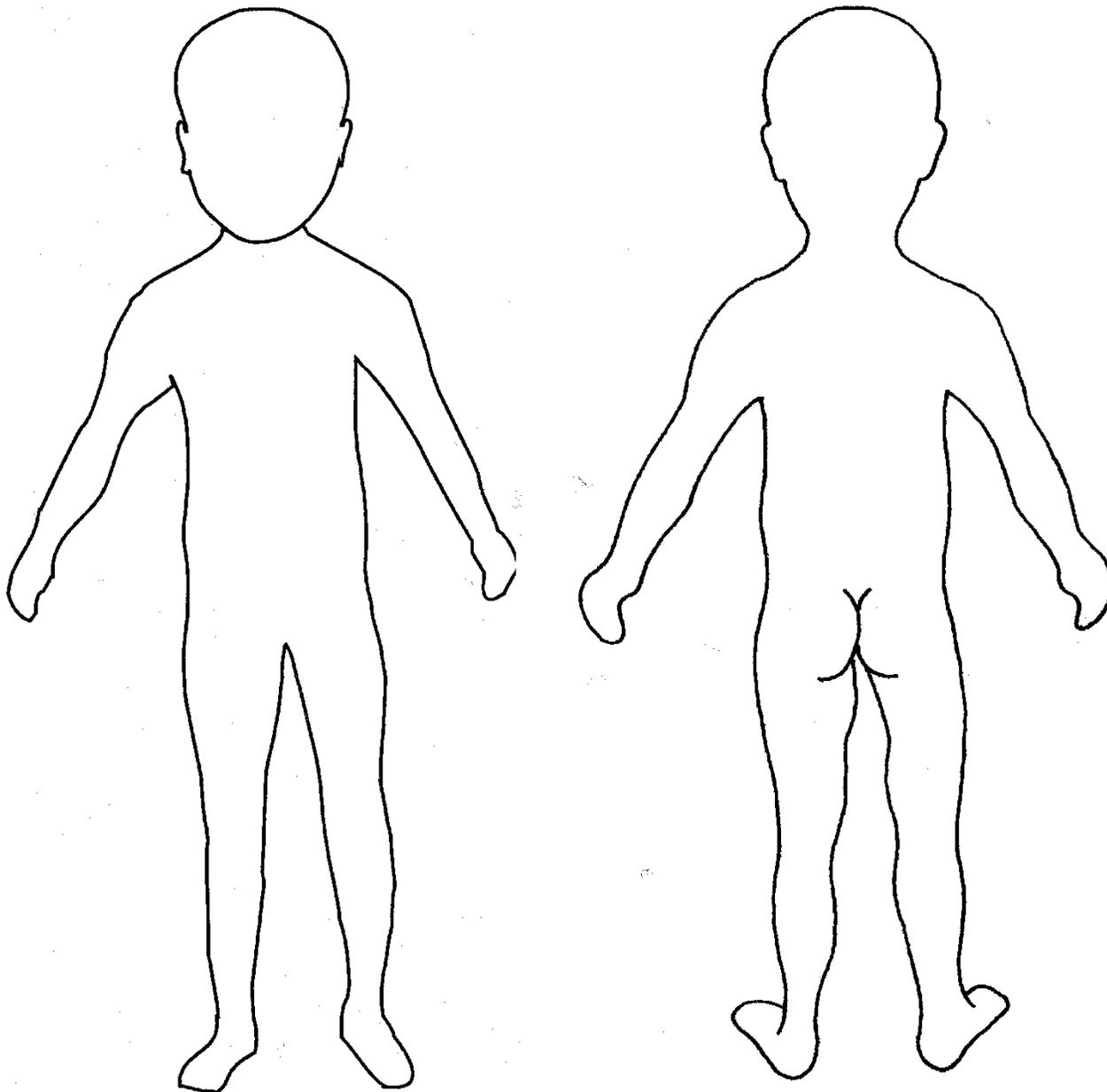
BODYMAP

(This must be completed at time of observation)

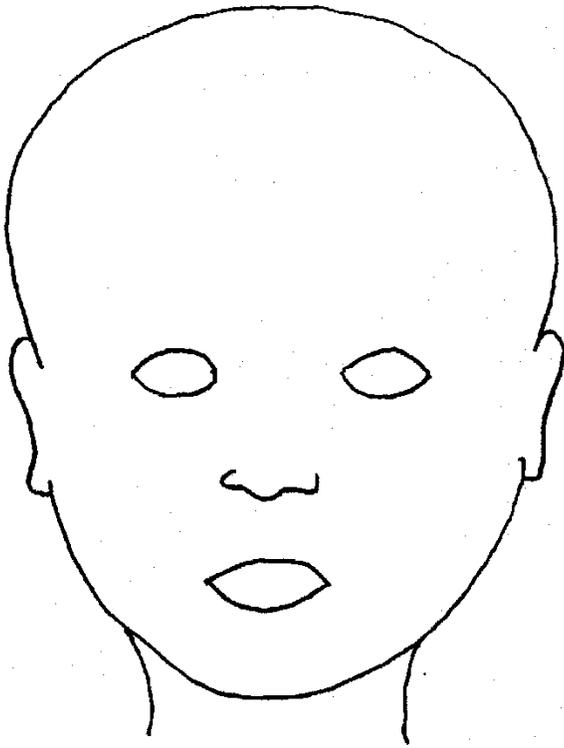
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

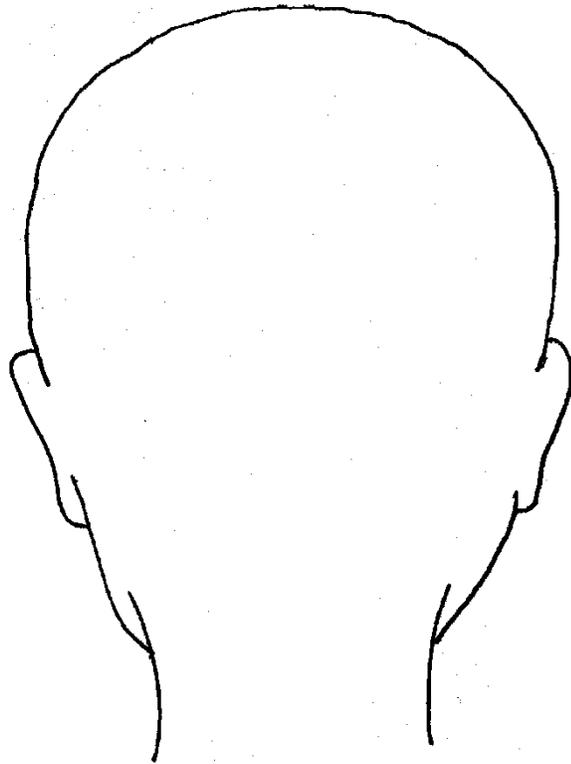
Date and time of observation: _____



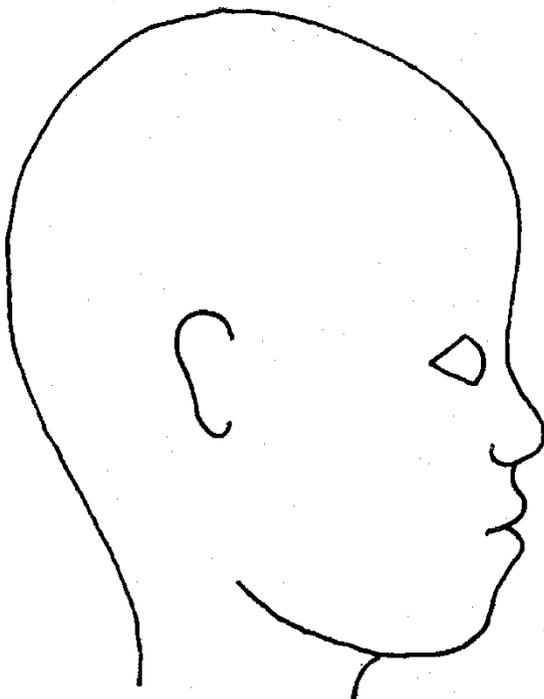
Name of Child: _____ Date of observation: _____



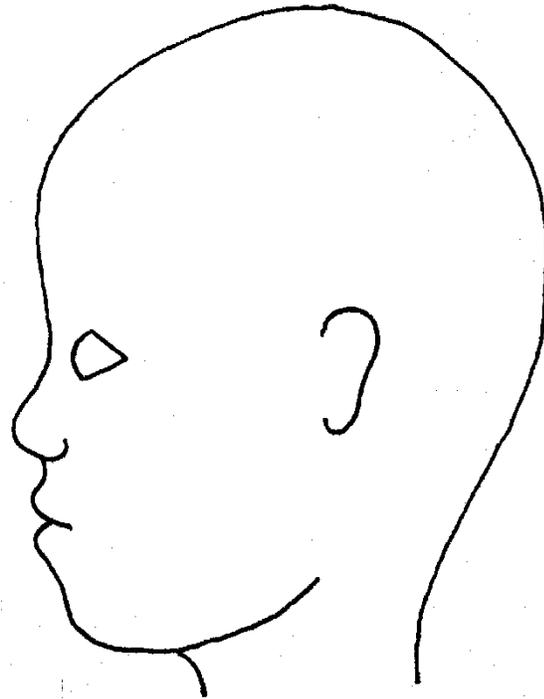
FRONT



BACK

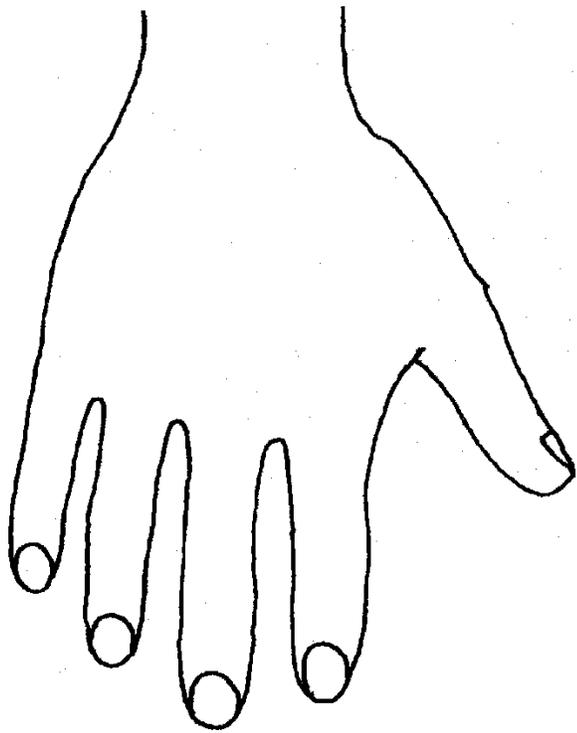


RIGHT

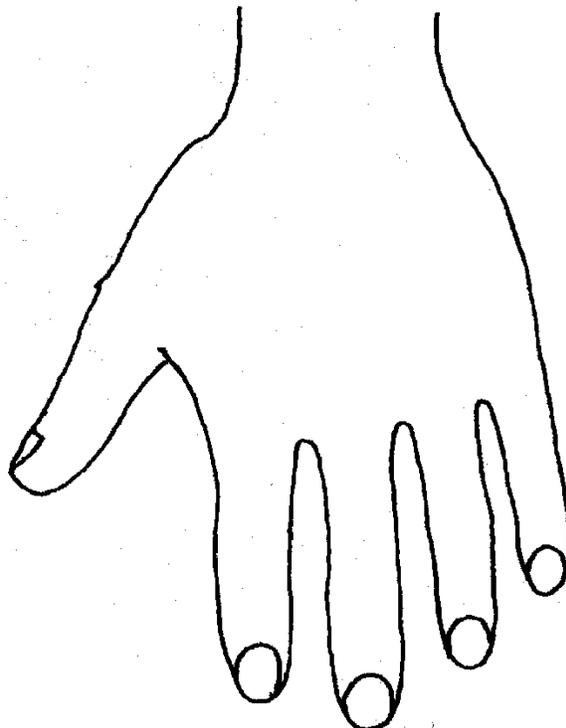


LEFT

Name of Child: _____ Date of observation: _____

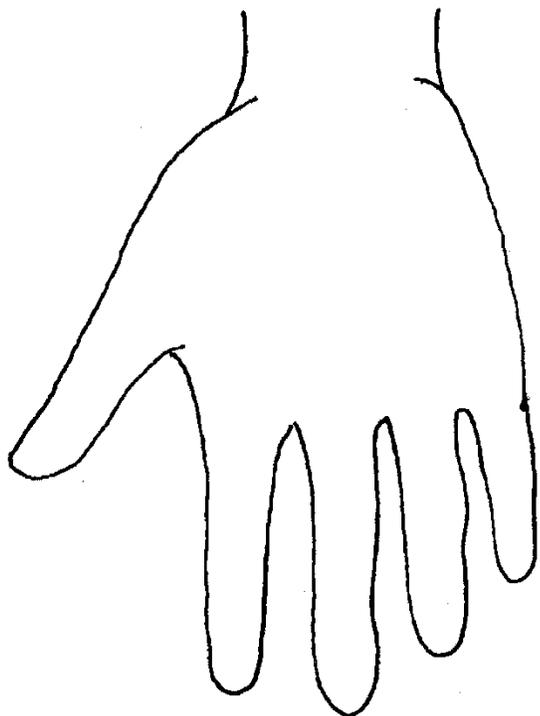


R

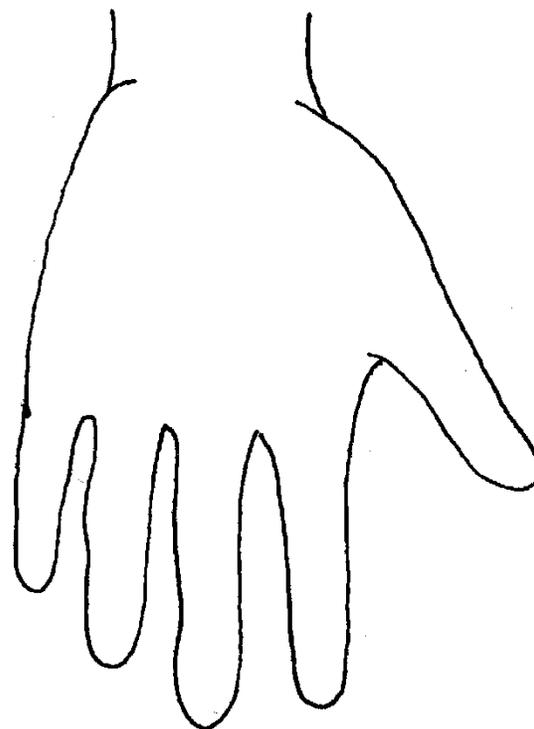


L

BACK



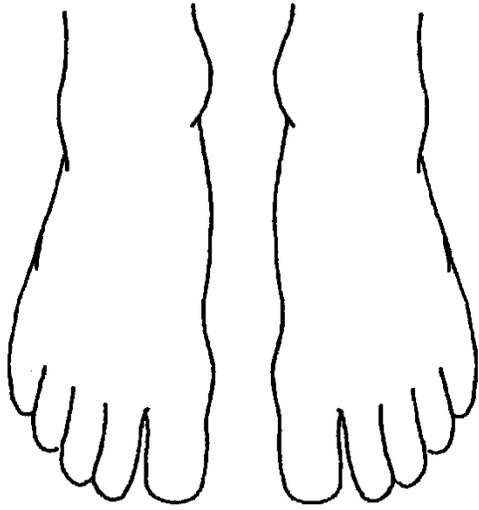
R



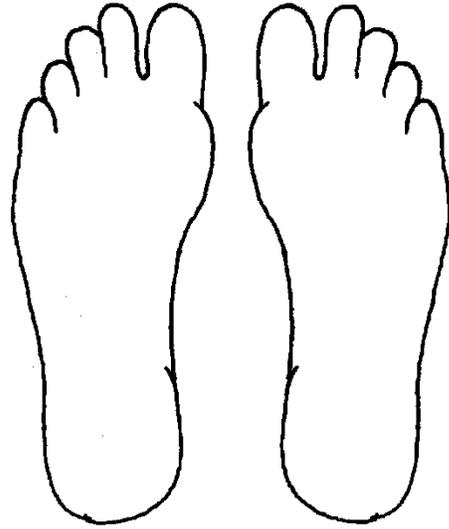
L

PALM

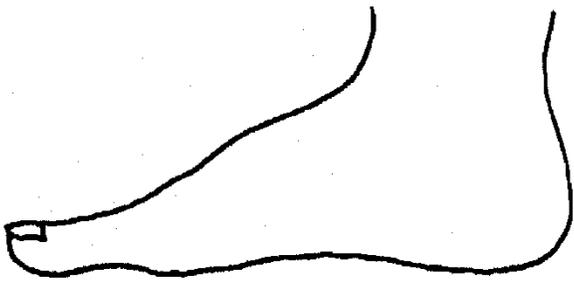
Name of Child: _____ Date of observation: _____



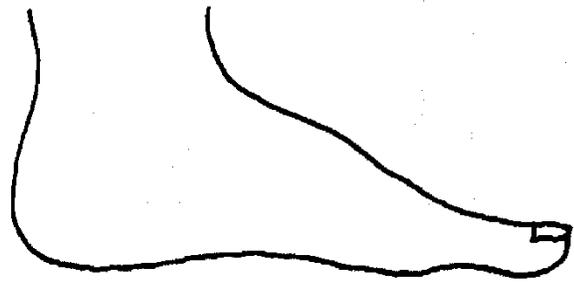
R TOP L



R BOTTOM L



R

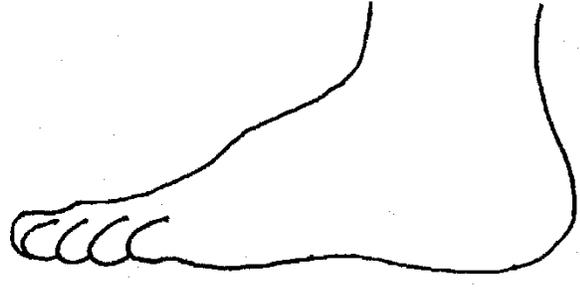


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

.....

Date:

Time:

.....

Role of Worker

.....

Other information:

.....

Appendix 5

INFORMATION/FRONT SHEET

Name:		DOB:	Class/Form:	Ethnicity:	
Home Address:			Telephone: e mail:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?					
Members of household					
Name	Age/DOB	Relationship to child	Home work	Contact No	
Significant Others (relatives, carers, friends, child minders, etc.)					
Name	Relationship to child		Address	Tel No	
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child i.e. EHAF/ CPP/LAC/CiN	Tel No	Date	

Appendix 6

Logging concerns/information shared by others external to the school (Pass to the Designated Safeguarding Lead)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc.?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by the Designated Safeguarding Lead	
Name:	
Date and time:	

Appendix 7

Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year.

Auditing your school's record keeping.

Good record keeping is not bureaucracy it is safeguarding!

Background: Recent serious case reviews and domestic homicide reviews in Nottinghamshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the head teacher, deputy head teacher, designated safeguarding lead or their deputy, lead governor for safeguarding or any combination of these people.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Checklist:

To guide an audit of 'concern files' this checklist will help to identify key issues.

	Yes/No	Follow up action/further information
Does the child's main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)		
Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the concern file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's main pupil file and then transferred when the threshold for concern is reached and a 'concern file' is opened.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template or a similar school template to help them record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		
Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?		
Is there evidence that the school's Designated Safeguarding Lead has reviewed the file and discussed the child with relevant staff?		
Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an EHAF or referral to another agency. Have these actions been		

followed through?		
<p>If meetings relating to the child and their family have been called did school:</p> <p>i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues.</p>		
<p>If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?</p>		
<p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <p>i) If the pupil concerned has transferred in from another school is there evidence that the designated safeguarding leads from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</p> <p>ii) For a pupil of concern who moved out recently did the designated safeguarding lead make contact with the new designated safeguarding lead at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</p>		

Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.

Appendix 8

HR Advice, Support and Training Services

Induction of Staff – Nottinghamshire Schools Checklist for Safeguarding

Name of Employee:.....

Name of School:..... Post:.....

Start Date of Employment:...../...../20....

Name of line manager responsible for induction:.....

Name of Head Teacher:.....

This safeguarding checklist should be used to supplement the general arrangements schools have in place for the induction of all school employees, volunteers and all governors. This checklist is included as Appendix 3 in the Nottinghamshire School Staff Induction Policy located on the School Portal.

Induction of Staff – Checklist for Safeguarding	Date	Check
1. Employee informed that the designated safeguarding lead in school is Rebecca Turner Employee informed that the deputy leads in school are Leanne Hurdle, Lisa Williams and Margot Tyers		<input type="checkbox"/> <input type="checkbox"/>
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent Inform staff of the procedure if an allegation is made about another member of staff (including volunteers) posing a risk to children or if they have concerns about safeguarding practices in school		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
3. Advised of and given access to the following policies. These policies should also be discussed at induction, covering the agreed procedures and expectations of staff under each one: a) Employee Code of Conduct (including the mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty) b) Whistleblowing and Confidential Reporting Policy		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<ul style="list-style-type: none"> c) Anti-bullying d) Anti-racism e) Homophobic and Transphobic f) Physical intervention and use of “reasonable force” g) School IT Policy, Internet safety (including Social Media and Internet Usage Policy)) h) Whole schools child protection policy including appendix templates i) Disciplinary Procedure part 1 – Managing conduct of school staff and Disciplinary Procedure part 2 – Managing allegations of school staff j) Guidance on Visitors, including VIPs, to schools k) Any other relevant policy as determined by the head teacher, governing body or DfE:(add your school list here) 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>4. Advised of and discuss all statutory guidance for schools and the responsibility of staff within them.</p> <ul style="list-style-type: none"> - “Keeping Children Safe in Education” (latest edition) (Senior designated lead officer will ensure all staff read and are provided with a copy of at least part one of latest edition “Keeping Children Safe in Education) - Working Together to Safeguard Children (latest edition) - Dealing with Allegations of Abuse made against Teachers and other Staff. (Part 4 of the latest edition of KCSiE) - Single Central Record and statutory pre-employment checks - Disqualification under the Childcare Act 2009 – explanation of on-going responsibility to self-report to head teacher where circumstances change. 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>5. Advised of and discuss the Nottinghamshire and Nottingham City Safeguarding Children Boards’ Safeguarding Children’s Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscb</p>		<input type="checkbox"/>
<p>6. Advised of and discuss the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the Teachers Standards, 3rd bullet point)</p>		<input type="checkbox"/>
<p>7. Arrange safeguarding training as detailed in Keeping Children Safe in Education (KCSiE) and the latest NSCB Training programme</p> <ul style="list-style-type: none"> a) To Include Whole School safeguarding and Child Protection training for all school staff and for any governor responsible for leading on safeguarding. Refresher dates should be diarised. b) Prevent Duty training for all school staff (on-line 20 minutes Channel training) c) Specific training for Designated Person for Safeguarding d) Recruitment and Selection training for staff, as required. (At least one member of any interview panel should have received appropriate training on safer recruitment). 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

e)Ensure all new staff are on the school list to receive safeguarding and child protection updates		<input checked="" type="checkbox"/>
8. a) For Teachers – Explanation of the statutory induction and appraisal process/ link with pay b) For Support Staff – Explanation of the schools probation arrangements for new employees and the support and supervision / appraisal arrangements.		<input type="checkbox"/> <input type="checkbox"/>
<p>Date Checklist fully completed</p> <p>Head teacher/line manager’s signature:..... Date:.....</p> <p>Employee’s signature: Date:.....</p>		

Appendix 9

Nottinghamshire Safeguarding Children Board (NSCB) SAFEGUARDING CHILDREN IN EDUCATION AUDIT CHECKLIST 2016/17

NAME OF SCHOOL/ESTABLISHMENT:.....

The Nottinghamshire Safeguarding Children Board (NSCB) and the Local Authority are monitoring compliance of school's safeguarding responsibilities through the annual safeguarding audit which is carried out during the autumn term.

The guidance under which this audit must be conducted is referenced within the accompanying letter.

Please complete the following checklist and return it to the Safeguarding Children in Education Officer at Meadow House, Littleworth, Mansfield NG18 2TA or send a scanned copy to philip.walmsley@nottscc.gov.uk by no later than **16th December 2016** .

CHECKLIST		Y	N	NEW Q To do
NB: KCSIE 2016 refers to the Department for Education Keeping Children Safe in Education 2016 Statutory Guidance. Section 11 refers to the Children Act 2004 NB: The row with 'E' is an opportunity for supporting evidence to be provided.				
1	GOVERNOR SAFEGUARDING LEAD: A member of the governing body has been nominated to take leadership responsibility for ensuring the school discharges its duties in relation safeguarding appropriately (KCSIE para 45/46)			
E				
2	WHOLE SCHOOL CHILD PROTECTION POLICY: The school has in place an effective child protection policy that has been agreed by the governing body and is available to parents on request or published on school website. The policy should reflect NSCB guidance and be updated annually as a minimum (KCSIE para 47/48)			
E				
3	SAFEGUARDING POLICIES: All school staff (teaching and non-teaching) are aware of systems which support safeguarding and these are explained as part of staff induction. This includes: the child protection policy, the staff behaviour policy (code of conduct), the early help process (and understand their role in it) and the role of the designated safeguarding lead. Governing bodies/proprietors should ensure that all staff in their school or college read at least part one of KCSiE 2016 and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of KCSiE 2016. Copies of policies and part one of KCSiE should be given to staff at induction (KCSIE para 12/48)			

E				
4	CHILD PROTECTION PROCEDURES: The child protection policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NSCB and be updated annually (as a minimum), and be available publicly either via the school or college website or by other means. The policies and procedures should be followed by all staff where there are cases of suspected abuse and neglect. (KCSIE para 49/50)			
E				
5	DESIGNATED SAFEGUARDING LEAD: There is a designated safeguarding lead (a senior member of staff from the school or college leadership team) to take lead responsibility for safeguarding and child protection. This is explicit in the role-holders job description. There is at least one deputy designated safeguarding lead and they must be trained to the same standard as the designated safeguarding lead. The designated safeguarding leads liaise with the LA and other agencies (para 8 & 52 + Annex B)			
6	COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD (New): During term time the designated safeguarding lead and or a deputy are always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. There is adequate and appropriate cover arrangements in place for any out of hours/out of term activities. (para 8 & 52 + Annex B)			
E				
7	DESIGNATED SAFEGUARDING LEAD TRAINING: The designated safeguarding lead and deputies undergo formal training every two years. In addition to this formal training their knowledge and skills should be updated at least annually. Dates of designated safeguarding lead training: Designated Safeguard Lead Deputy Deputy (if applicable)	D	M	Y
E				
8	CHILD PROTECTION TRAINING: All staff members have received appropriate child protection training (updated three yearly). This should include the warning signs that a child may be at risk of CSE, forced marriage, honour based violence, domestic abuse and advice on the process to follow should warning signs be identified. For new and temporary staff this includes child protection awareness training by the Snr designated person as part of their induction or within 6 weeks of taking up post. There is opportunity for staff members to receive safeguarding and child protection updates at least annually. There is opportunity provided to staff to contribute to safeguarding arrangements and child protection policy. (KCSIE para 64 to 66) Date of whole school training:	D	M	Y
E				
9	CONCERNS ABOUT PRACTICE/WHISTLE BLOWING: There			

	is a culture that all staff should be able to raise concerns about poor or unsafe practice and that concerns will be taken seriously by the leadership team. Appropriate whistleblowing procedures are reflected in staff training and staff behaviour policies are in place for staff to raise concerns about safeguarding practices.(KCSIE para 32/33/34)			
E				
10	LOOKED AFTER CHILDREN: Appropriate staff have the relevant information regarding a looked after child. There is a designated teacher who has knowledge, skills and has received appropriate training to work effectively in this area. The designated teacher works with the virtual school head to discuss how best to use the funding for the child. (KCSiE para 82/83/84)			
E				
11	CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (New): The child protection policy reflects the additional barriers for this vulnerable group (KCSiE para 85)			
E				
12	DISCRIMINATION: Service is provided in a way that does not discriminate on the basis of race, religious belief, culture, sexual orientation, gender, age, disability or nationality. (NSCB Section 11 audit)			
E				
13	COMPLAINTS: That there is a system in place for children and families to make complaints. (NSCB Section 11 audit)			
E				
14	SAFER RECRUITMENT: A culture of safe recruitment is created as part of the adoption of safer recruitment procedures. There is a single central record that must include information on identify check, barred list/enhanced DBS check, prohibition from teaching check, qualifications check, further checks if lived or worked outside the UK, section 128 check (for management positions of independent schools (including free schools and academies). Pre-appointment checks should also include disqualification under the Childcare Act 2006 check, mental and physical fitness and that a staff Code of Conduct is adopted. Written recruitment and selection policies and procedures are in place. New for 2016: All maintained school governors have had an enhanced DBS check. (KCSiE para 71/83 onwards)			
E				
15	SAFER RECRUITMENT TRAINING: Training has been completed as a minimum by (KCSiE para 72): Head Teacher on-line/attended course (please indicate) Nominated Governor on-line/attended course (please indicate)			
E				
16	MANAGING ALLEGATIONS: Procedures are in place for dealing with allegations of abuse against members of staff and volunteers which complies with the DfE and NSCB procedures. This includes having a named strategic lead. (KCSiE para 31, 73, & part 4)			

E			
17	MANAGING ALLEGATIONS against the Head: A member of the Governing body (usually the Chair) is responsible for responding & liaising with the local authority in the event of an allegation being made against the Head teacher. (KCSIE para 31,152 & part 4)		
E			
18	PHYSICAL INTERVENTION and the use of reasonable force (New): The school has a behaviour policy which includes the use of reasonable force. The school also has in place a physical intervention policy and procedures for recording of incidents; staff are trained in physical intervention and the head teacher monitors the use of physical intervention and reports to the responsible governor. Number of restraints undertaken during the academic year 2015/2016		
E			
19	MISSING FROM EDUCATION : Staff are aware of, and follow, the procedure relating to children missing from education and missing from home or care. (KCSIE para 43 & Annex A) DfE School attendance DfE Missing from Home & Care		
E			
20	CHILD'S RECORD AUDIT: The Named Governor for child protection/safeguarding on behalf of the governing body confirms the school's maintains appropriate record keeping in relation to vulnerable children (child subject to child protection or child in need concerns and those who have Looked-After status) by conducting an audit of a sample of pupil files between the Spring and Summer term 2016. (Learning from Reviews)		
E			
21	SCR & learning: There is a process for gathering and applying learning from national and local serious case reviews (SCR), research & other reviews. (NSCB Section 11)		
E			
22	SPECIFIC SAFEGUARDING ISSUES: That governors and all staff are aware that there is specific guidance on a range of safeguarding issues which they can access. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. Staff are clear as to the school or college's policy and procedures with regards to peer on peer abuse (KCSIE Para 41/42/43)		
E			
23	OPPORTUNITIES TO TEACH SAFEGUARDING: That children are taught about safeguarding (including online) through teaching opportunities (all schools) This may be through PSHE & SRE (maintained) (KCSIE Para 41/42/43))		
E			

24	ONLINE SAFETY (New) Governing bodies and proprietors ensure appropriate filters and appropriate monitoring systems are in place. (KCSiE Para 67 and Annex C)			
25	CHILD SEXUAL EXPLOITATION: Does your school include age appropriate Child Sexual Exploitation (CSE) teaching within the PHSE/SRE curriculum? (please circle) Circle in which year:- Year 5 Year 6 Year 7 Year 8 Year 9 Year10 Year 11 (KCSiE para 29)			
E				
26	FEMALE GENITAL MUTILATION: That staff are aware of the issue and should use safeguarding procedures where suspected a child is at risk or been abused. Teachers are aware that they must personally report to the police cases where they discover an act of FGM appears to have been carried out (mandatory reporting duty). (KCSiE para 17/42 to 43 & Annex A)			
E				
27	RADICALISATION: That school are aware of the DfE guidance and understand their responsibilities, and are active partners in preventing children being drawn into violence, responding to extremist or hateful views and identifying children at risk and working with colleagues to refer and work with partners. (KCSiE para 41 to 43 & Annex A)			
E				
28	BULLYING: DfE bullying guidance The school has an active anti-bullying policy, including cyber-bullying which is in line with the DfE guidance. This includes having a co-ordinator and named governor, monitoring and reporting to the Governors. (KCSiE para 41to43)			
E				
29	WORK RELATED LEARNING (secondary): That there is a named governor and member of staff with overall responsibility and that policies and procedures are up to date (annually). That school staff and volunteers who work with learners are aware of their responsibilities.			
E				
30	SAFE ENVIRONMENT: Designated areas for children are safe & suitable. (NSCB Section 11 audit)			
E				
31	PARTICIPATION: Children contribute to the planning, delivery and evaluation of services and their views make a difference. (NSCB Section 11 audit)			
E				
32	FAMILY APPROACH ('Think Family') : The school adopts a whole family approach in that any problems key carers are experiencing (e.g. Domestic abuse, mental ill-health, drugs or alcohol misuse) are seen in the context of the impact on the welfare of the children." (NSCB Section 11 audit)			
E				

Please provide the name and job title of the Designated Safeguarding Leads within your school	
Designated Safeguarding Lead	
Deputy Designated Safeguarding Lead	

Name of Nominated Safeguarding Governor

(please print).....

Signed..... Date.....

Name of Chair of Governors

(please print).....

Signed Date.....

NOTE

- Please sign off at the Autumn Term 2016 full Governing body (or similar) meeting and ensure this is noted within the minutes of the meeting. (Ofsted will almost certainly ask for a copy of this audit during an inspection)
- Retain a copy for your own file
- Additional information or copies can be accessed through the Nottinghamshire Schools Portal
Link: LA communities, safeguarding or on the NSCB website
<http://www.nottinghamshire.gov.uk/nscb/resources/for-schools>
- Additional information regarding Safer Recruitment Practice or training should be sought through NCC Human Resources Services. Duty [Tel:- 0115 9774433](tel:0115 9774433)
- Safeguarding in Education training queries or requests should be made directly to NCC Learning and Workforce Development Service [tel:- 0115 9772253](tel:0115 9772253) or safeguarding.training@nottscc.gov.uk

Thank you for your support and cooperation with this task.

**Nottinghamshire Safeguarding Children Board (NSCB) SAFEGUARDING CHILDREN IN EDUCATION AUDIT 2016-17
Additional Guidance**