

'Individual Growth, Individual People'

Head Teacher: Mrs M A Tyers



Whole School Child Protection Policy

Reviewed December 2021

INTRODUCTION

Newark Orchard School recognises its responsibilities for safeguarding children and protecting them from harm. The school's ethos is based on the mission statement, 'Individual Growth, Individual People' This is at the heart of everything we do, including our approach to Safeguarding. Staff know the pupils well and are able to quickly determine any changes to routine or behaviour.

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.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead *Rebecca Turner* on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed by the Head Teacher Margot Tyers once a year during the autumn term provided to the *Strategic Development and pupil Committee* for approval and sign off at the earliest autumn term meeting possible.

Date of last review: November 2020

Date of next review: December 2021

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 8041272
MASH (Multi-Agency Safeguarding Hub)		0300 500 80 90 0300 456 45 46 (out of hours emergency duty Team, Children's Social Care)
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

<p>Prevent Referral</p> <p>Police (to report a crime and immediate risk of harm or abuse to child)</p>	<p>101</p>	<p>Address: Early Help Unit, Meadow House, Littlewood, Mansfield, Nottinghamshire NG18 2TB</p> <p>Made by DLP to prevent@nottinghamshire.pnn.police.uk</p> <p>In an emergency 999</p>
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Newark Orchard 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 Partnership

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 2021 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

Child Protection and Safeguarding Statement

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, supply staff volunteers and governors and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at Newark Orchard School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centre and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

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.

Whole school approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- As a school we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputies without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.

Our snr designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns

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
- 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 and sexual violence and sexual harassment between children: KCSIE 2021 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.
- Going frequently missing/ going missing from care or home.
- Peer on Peer (child on child) abuse
- Racist, disability-based, homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Privately fostered
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment (KCSIE 2021 Part Five and DfE Sexual violence and sexual harassment between children, September 2021).
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
 - Particular issues affecting children including domestic violence, female genital mutilation and honour based violence and forced marriage.
 - 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2021 Annex A).

All our staff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

All staff should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as Extra-familial harms and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2021.

Should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe.

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](#)

The four categories of child abuse are as follows:

- 1. Physical Abuse**
- 2. Emotional Abuse**
- 3. Sexual Abuse**
- 4. Neglect**

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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 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 expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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, appeasing 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 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 masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (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.

Some of the Possible Indicators Could Include:

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.

Up skirting’ is now a criminal offence and sits within the category of Peer on Peer Abuse

(KCSiE 2021 Annexe A) Pupils at Newark Orchard School are not to have electronic devices on their person during the school day. They are handed over on arrival to school and kept in a safe place in the main office until the end of the day. The pupils are allowed to have their phones on them when they are accessing Independent Travel Training

Definition:

Up skirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

go missing and are subsequently found in areas away from their home;

- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘traphouse or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Sexual Imagery

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 years) 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.

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 2021 Annex A page 125 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

Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Staff at Newark Orchard School support pupils with mental health problems. All staff should be aware that mental health problems can be an indicator that a child has suffered or at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe pupils' day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or at risk of developing one. (KCSiE paragraphs 34 – 38)

When pupils are identified as having a mental health need, a referral is made to relevant services. Some of our pupils struggle with unfamiliar people and the best outcome might not be achieved. We have mental health first aiders in school who will work with our pupils under the direction of relevant professionals.

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 we advocate that any staff can make a referral to children's social care or MASH especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

The Snr Designated Safeguarding Lead (DSL) or *deputies* who are familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

The school works closely with a range of agencies who support the pupils in school. There is regular contact with the Speech & Language Therapist, the Physio Therapist Team, the link Educational Psychologist and CAMHS representative. There are also regular meetings with ICDS to monitor the pupils placement which includes attendance, behaviour and any general concerns which require monitoring.

Staff Training and the Receiving of information

Who	How
Existing staff	Annual refresher training online. Updates as released.
New staff	Training on line. CPOMs recording training. Prevent training.
Supply staff	Safeguarding leaflets
Volunteers	Safeguarding leaflets. Not left alone
All staff / volunteers	Safeguarding information and contact details on toilet walls.

During the induction process staff are requested to read the following policies and information

Employee Code of Conduct	Child Protection
Whistle blowing and Confidential Reporting Policy	Disciplinary Procedure
Anti bullying	Guidance on Visitors
Anti rascism, Homophobic and Transphobic in the Equality policy	School IT policy
Physical Intervention	KCSiE part 1

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply or volunteers) posing a risk of harm to children procedures in the Whistle blowing policy are to be followed (KCSiE2021 paragraph 56 to 59)

The Snr DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see KCSiE 2021 page 147.

The Snr DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances

The Designated Teacher and Snr Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system

The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.

At Newark Orchard School CPOMS is used to maintain the relevant data as described above such as PEPs, minutes of meetings, plans and actions. CPOMS can be accessed at different levels dependent on permission. A confidential summary is shared with the Governing Body once a term

Our Child Protection Policy

There are seven 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 awareness of child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- Ensuring we have appropriate policies and procedures to deal with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment

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 and heard
- 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 RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, peer on peer abuse (child on child), sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced sexting.
- 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.
- Know that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying and is either included within the main Child protection policy or added as an appendix.

- Maintain an on-line safety policy, which takes into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are either included within the main Child protection policy or added as an appendix.

Newark Orchard School has reviewed the curriculum to ensure that safeguarding is taught as part of our curriculum offer and is embedded in what we do. The age and stage has been taken into account to ensure that the pupils are able to understand the issues covered

- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment
- 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 2021 Part Four pages 81-95*), and Part Four Section two for dealing with low-level concerns and the NSCP Local multi-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 school activities, vocational placements and alternative education packages.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the *DfE in Keeping Children Safe in Education 2021* to:

- Ensure we have a Senior Designated safeguarding lead (DSL) 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.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2021 Annex C).
- Ensure we have a nominated governor responsible for child protection/Safeguarding.
- 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 deputies 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 understand their responsibilities in being alert to the signs of abuse and their 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 making referrals or contributing to early help offers and arrangements.
- 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 and where no contact can be established with the child or a parent or appropriate adult linked to the child.

- 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 up to date on CPOMS and any historic paper records are kept securely; separate from the main pupil file, and in a locked cabinet in the locked archive room
- 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 NSCP escalation procedures 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.

All staff including volunteers are advised to maintain the attitude of '**it could happen here**' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

The school will endeavour to support the pupil through:

- Developing 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.
- Maintaining 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, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school
- The school will proactively ensure that the pupil knows that some behaviour is unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- The school has 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 9, published in March 2021), CAMHS and Education Psychology service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF)
- 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 or within 5 working days and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

- The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school peer on peer/sexual violence and sexual harassment between children in school policy.

Safe Staff and Supporting Staff

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2021 Part Three and advised by NCC HR policy and practice guidance
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2021 Part Three and maintains a Single Central Record, which is reviewed regularly and updated in accordance with KCSiE 2021 paragraphs 250 to 256.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2021 in line with KCSiE Part Four Section two Staff can access a copy of this via the school website with all other policies.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices before beginning work and any contact with pupils
- 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
- 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
- Visitors and VIPs to Schools policy
- Safer Recruitment
- Knife Crime Protocol 2019 (multi-agency)
- Peer on peer Abuse
- Relationships, Sex and Health Education (KCSiE 2020 Paragraph 94).
- Mental and Physical Health (KCSiE Part One paragraph 4 paragraphs 34 to 40 and paragraphs 113 to 116).
- Guidance for NSPCC helpline and usage (KCSiE 2021 paragraph 77; when to call the police guidance from the NSPCC).

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link: <https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

Roles and Responsibilities

All staff and Volunteers

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.

Staff will know if a pupil in their class has a social worker. Staff will work with the social worker and other agencies to address safeguarding and child protection concerns. (KCSiE 2021)

Safeguarding Training

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.

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 on CPOMS if they are worried that a child is being abused as soon as practical that day.*
- *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 NSCP and take account of guidance issued by the DfE KCSIE 2021*
- *Support pupils in line with their child protection plan, child in need plan, LAC Care 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 DSLs 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.*
- *Staff also engage in learning opportunities and partnership work with NSPCC, TETC team, Police Early Intervention Officers, CAMHs and Public Health Practitioners.*

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 (KCSiE 2021)*
- *Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate*
- *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 2021), 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC)*

KCSiE 2021 paragraphs 55 to 70, 'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs'.

Newark Orchard School recognises the importance of how we work with social care and other agencies to address safeguarding and child protection concerns due the special educational needs of our pupils and how this can potentially impact on their welfare needs and their ability to seek support. The staff at Newark Orchard know

the pupils well and how to support them in the best way to ensure their views are heard and their needs are met.

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.

The Children and Social Work Act of 2017, places responsibilities for designated teachers to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

At Newark Orchard School the designated teachers, alongside all staff understand how best to support the pupils and attend relevant meetings to act as an advocate for the child.

Designated Safeguarding Lead

We have Senior Designated Safeguarding lead 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.

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
- Ensure arrangements are in place year round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- All members of the senior leadership team are also safeguarding leads. This ensures that any pupils who are causing concern or are already on a plan are

discussed at SLT meetings which are held on a weekly basis. All members of SLT also have access to CPOMS to ensure that all information is readily available and senior members of staff are fully informed.

- **Work with others**

- Liaise with the head teacher to inform her of any issues and on-going investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2021) and the LADO where there are child protection concerns/allegations that relate to a member of staff
- 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 Partnership procedures and practice guidance
- The head teacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training
- The Designated Safeguarding Lead attends the NCC Focus Group meetings which take place half termly at schools around the county. The DSL then feeds back to SLT any updates or changes which are then shared with staff when relevant.

- **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.

At Newark Orchard School the annual training is via Hayes online and it is an expectation that all staff and governors complete this training and the DSL monitors this. It includes the most up to date information on a full range of safeguarding and child protection guidelines and is in line with the annual updates in KCSiE

The training undertaken should enable the designated safeguarding lead to:

- Understand the assessment process for providing early help and intervention through the NSCPs Pathway to Provision Version 8, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership 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 and being grooming into extremist behaviours and attitudes (KCSiE 2021 Annex A and B).
- Understand the reporting requirements for FGM
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2021 Part Two and Annex D)
- 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 implemented, and that the governing body is kept up to date and actively involved.
- 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 NSCP 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', 'child in need' or 'confidential' 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.
- A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and store records, where a concern about a child has been identified in accordance with statutory guidance. (KCSiE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151).

Availability

- *During term time the Snr designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.* In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place for any out of school hours activities in- line with the guidance contained in DfE KCSIE 2021 part Two and Annex C.

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.
- The school has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance
- 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 including supply staff and volunteers have access to and read and understand the requirements placed on them through the Whole School Child Protection Policy, the staff behaviour/conduct policy.
- The Head teacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2021
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four- Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors in KCSiE 2021 of KCSiE (2021). If the allegation is against the Headteacher/ then the Chair of the Governing Body will manage the allegation

Governing Body

We recognise our Governing body has a strategic leadership responsibility for our *school* 's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSiE 2021, ensuring policies, procedures and training in our *school* are effective and comply with the law at all times.

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 NSCP 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 2021 from paragraph 105, the additional clarification about GDPR and withholding information
 - Ensuring cooperation with the local authority and other safeguarding partners
 - Appointing a Snr 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 2021 and or Annex A and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
 - Ensuring that the governing body understand it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
 - 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, in order to discharge their responsibilities and act as the schools 'critical friend'.
 - The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to discharge and comply with their child protection/ safeguarding responsibilities.
 - The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2021 and NSCP guidance
 - 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 there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2021 Part Four Section One.
 - Ensuring that arrangements/procedures are in place to manage 'low level' concerns which should be referred to within the school/college Staff Code of Conduct
 - (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 a response if there is an allegation against the head teacher by liaising with the LADO or other appropriate officers within the local authority.
 - 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 going missing in future.

- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the *school* has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- 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.
- 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.
- Ensure 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.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

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 Assistant Head of the Virtual School. 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 will 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 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 school staff will work with the personal advisor appointed for them to help develop a pathway plan with them and the young person.

Children with Special Educational Needs

We recognise that children with special educational needs (SEND) and or disabilities can face additional safeguarding challenges. Children with SEND 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.

At Newark Orchard School all staff are aware that additional barriers can exist when recognising abuse and neglect for our pupils with SEND and are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communication barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe. All staff know the pupils well and have experience of recognising changes in behaviour can signify the child communicating a need. The use of CPOMS by all staff supports the information sharing and enhances the monitoring and awareness of patterns which may signify a problem.

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 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.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website:
<https://www.nottinghamshire.gov.uk/nscp>

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) and Rapid Reviews (RR'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 2021 paragraphs 105 to 113 and Annex C has been updated to further clarify about GDPR and withholding information and additional

information added which makes clear about the powers to hold and use information when promoting children's welfare

- 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 (KCSiE 2021 paragraphs 71 to 72, part five, Annex C)

Any concerns about a child will be recorded in writing on CPOMS within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will identify the person recording the incident, 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 available on CPOMS should be used and included with the entry on CPOMS.

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 on CPOMS, all staff will record any minor concerns and will take responsibility for alerting the designated safeguarding officers via CPOMS. Should the number of concerns rise or, in their professional judgement, become significant then a referral to MASH may be made. The DSLs all have advanced permission when using CPOMS in order to access all the information available in order to make an informed decision about necessary actions to take.

The recording system (CPOMS) 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.

At Newark Orchard School all staff have access to CPOMS and as part of their induction have training to use this system for recording concerns

We acknowledge 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 Record (KCSiE 2021 paragraphs 71 to 73, 112 to 113 Annex C pages 146 to 148)

The establishment of a 'CP, CiN or confidential Record on CPOMS 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 child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC)

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.

The school will keep secure electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care immediately.

Electronic 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 scanned and added to the electronic records (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 electronic file remains active in terms of monitoring but where concerns have been raised with MASH or a CP or CiN is in place then this will be made clear on the child's individual record.

Where children leave the school they should ensure their electronic concern/child protection record is securely transferred to the new school or college as soon as possible (this should be within five days).

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 CPOMS. 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.

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 system.

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 9 document published March 2021.

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/nscp

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 NSCP guidance 'Pathway to Provision' Version 8

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 a brief guide. Please refer to our School Child Protection Policy

Appendix 2

Auditing of Pupil Records

The Named Governor(Laura Redfern) 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 records 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 records 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. It is reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer records 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 records is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

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 3



Induction of Staff - Checklist for Safeguarding

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:.....

Induction of Staff – Checklist for Safeguarding	Date Completed	Employee’s Signature	Checked by & date
<p>1. Employee informed that the designated safeguarding lead in school is Rebecca Turner</p> <p>Employee informed that the deputy leads in school are Leanne Hurdle, Lisa Williams and Margot Tyers</p>			
<p>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</p> <p>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</p>			
<p>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:</p> <ul style="list-style-type: none"> a) Employee Code of Conduct b) The mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty) c) Whistleblowing and Confidential Reporting Policy d) Anti-bullying 	<p>Date Completed</p>	<p>Employee’s Signature</p>	<p>Checked by & date</p>

<ul style="list-style-type: none"> e) Physical intervention and use of “reasonable force” f) School IT Policy, Internet safety (including Social Media and Internet Usage Policy)) g) Whole schools’ child protection policy including appendix templates h) Disciplinary Procedure part 1 – Managing conduct of school staff and Disciplinary Procedure part 2 – Managing allegations of school staff i) Guidance on Visitors, including VIPs, to schools 			
<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 			
<p>5. Advised of and discuss the Nottinghamshire Safeguarding Children Partnership’ https://nscp.nottinghamshire.gov.uk/</p>			
<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>	Date Completed	Employee’s Signature	Checked by & date
<p>7. Arrange safeguarding training as detailed in Keeping Children Safe in Education (KCSiE)</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) 			

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

NCC & NSCP Safeguarding Children in Education: Annual Self-audit tool 2021-2022

NEWARK ORCHARD SCHOOL

This self-audit tool has been designed to support schools and colleges to undertake their own quality assurance of safeguarding arrangements in their setting, and by detailing evidence, to demonstrate compliance with statutory requirements. Nottinghamshire's maintained schools' Governing Bodies are expected to use the self-audit tool to support the quality assurance and reporting of safeguarding arrangements at the Autumn Term meeting 2021. The self-audit tool reflects the statutory requirements within Keeping Children Safe in Education (KCSiE 2021 as of 1 September 2021).

AUDIT FOR ACADEMIC YEAR 2021/2022		Yes	No
<p><i>'Evidence'</i> provides the opportunity to demonstrate compliance with statutory safeguarding requirements. The person completing the self-audit should ensure that they have seen the evidence before confirming and signing off the annual self-audit prior to it being presented to the full Governing Body for sign off during the autumn term 2021. The examples of 'evidence' outlined below is often the evidence sought by Ofsted during the HMI's inspection of the school's 'safeguarding arrangements'.</p>			
1	<p>GOVERNOR SAFEGUARDING LEAD (statutory requirement): A member of the Governing Body/Trust has been nominated to take leadership responsibility for ensuring the school discharges its duties appropriately in relation to safeguarding (KCSiE 2021 Summary Page 4. Part Two Leadership and Management & paragraphs 79 - 175).</p>		
	<p><i>Evidence</i> <i>Name of Safeguarding Governor:</i> <i>Date appointed:</i> <i>Governors have read and understood KCSiE 2021 and confident in carrying out safeguarding responsibilities</i></p>		
2	<p>WHOLE SCHOOL CHILD PROTECTION POLICY (statutory requirement): The school/college has in place an effective individualised child protection policy that has been agreed by the governing body and is available to parents on request and published on the school's website. The policy reflects DfE KCSiE 2021 statutory guidance and reflects NSCP local safeguarding arrangements. The policy must be reviewed and updated at least annually New The policy makes clear how the school responds to Peer on Peer (child on child abuse) and all staff are aware of the important role they have in preventing and responding to concerns where a child may be at risk. (KCSiE 2021 Part One Safeguarding Information for All Staff & paragraphs 19, 20 to 30, 31 to 45, 46 to 60, 61 to 77, 123 to 130, 139 to 143, 144 to 145. Annex A and B).</p>		

	<p><i>Evidence</i> <i>Date when policy was reviewed and tailored to reflect the school/academy's individual 'safeguarding arrangements':</i> <i>Date when the policy was signed off by the Governing Body:</i> <i>Date when staff were briefed regarding with the content of the school's child protection policy and access to the child protection policy for 2021-2022</i></p>		
<p>3</p>	<p>SAFEGUARDING POLICIES AND PROCEDURES (statutory requirement): All school staff (teaching and non-teaching, volunteers, and supply teachers) are aware of arrangements in place which support the protection and safeguarding of all children. These have been explained as part of all staff induction and before working with children. They are part of the school/academy or colleges safer working practice. This includes:</p> <ul style="list-style-type: none"> - The child protection policy which includes the policy and procedures to deal with peer on peer abuse (child on child) and how the school, academy or college will manage and action incidents of sexual violence and sexual harassment between children. - The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying). - On-line safety (inside and outside of school/college) - The staff behaviour policy (code of conduct including low-level concerns), - What to do when children go missing. - The management of allegations and whistleblowing, - The early help process, and - The role of the Designated Safeguarding Lead (DSL) and any deputies. - KCSiE 2021 Part one, Annex A and B and Part five. <p>All staff are confident in being able to identify concerns early, provide help to children and prevent concerns from escalating. All staff must know who to report concerns to and the response that will be made and maintain an attitude of 'it could happen here' where safeguarding is concerned. Always acting in the 'best' interests of the child'. The Governing Body has ensured that <u>all</u> staff have read Part One and Annex A of KCSiE 2021 and has ensured mechanisms are in place to assist staff to understand and discharge their role and responsibilities. All staff receive appropriate safeguarding and child protection updates to provide them with the relevant skills and knowledge to safeguard children effectively. (KCSiE 2021 Part one Safeguarding Information for All Staff and or Annex A, B and Part).</p>		
	<p><i>Evidence</i> <i>New Date All teaching staff have been given a copy of Part One (or Annex A, if appropriate) of KCSiE 2021 at staff induction and annually and time to read it and check out any questions which arise and link to the schools individual policies, procedures and 'safeguarding arrangements'.</i></p>		

	<p><i>The Snr DSL has provided a quiz or other alternative to confirm individual staff understanding of the school's 'safeguarding arrangements' and confident in raising and carrying out actions needed to inform and refer concerns.</i></p> <p><i>DSL's provide regular staff updates/ bulletins or notices on staff notice board provide examples</i></p> <p><i>New The Head teacher, Governors or Trust have carried out regular checks to ensure staff receive regular safeguarding updates, briefings, and training.</i></p> <p><i>New All staff know who the designated safeguarding lead are in school and what to do if they are not available in an emergency.</i></p> <p><i>Best Practice The school maintains a register of staff having received and read the policies at induction and on a regular basis throughout the academic year.</i></p> <p><i>Staff meetings/ briefings have a standard safeguarding item.</i></p>		
4	<p>CHILD PROTECTION PROCEDURES (statutory requirement):</p> <p>The child protection policy details the setting's own individual 'safeguarding arrangements' and clearly describes procedures which are required by DfE KCSiE 2021, referring to locally agreed inter-agency safeguarding procedures put in place by Nottinghamshire Safeguarding Children Partnership (NSCP). The whole school child protection policy is specifically tailored to the school's child population and includes.</p> <p>Other statutory safeguarding policies are in place and are referred to within the child protection policy. The policy describes procedures to be followed by all staff, volunteers, and supply staff where there are cases of suspected abuse and neglect. (KCSiE 2021 Part one Safeguarding Information for All Staff and staff roles and responsibilities identified throughout this guidance including Annex and Part two The management of safeguarding- responsibilities of governing bodies, proprietors, and management committees).</p>		
	<p><i>Evidence should include reference to the following:</i></p> <ul style="list-style-type: none"> - <i>New The child protection policy which includes the policy and procedures to deal with peer on peer abuse (child on child).</i> - <i>The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).</i> - <i>New On-line safety policy, remote learning, and policy on the use of mobile and smart technology</i> - <i>The staff behaviour policy (code of conduct). To include low-level concerns</i> - <i>The attendance policy which informs of actions to address children who go missing from home, school, or education.</i> - <i>New The role of the designated safeguarding lead and deputies and the cover arrangements throughout the year.</i> - <i>Information Sharing including powers to hold and use information when promoting children's welfare.</i> - <i>Peer on Peer Abuse policy (takes into account KCSiE 2021 Part Five 'sexual violence and sexual harassment between children in schools and colleges and stand- alone Government guidance).</i> - <i>New Serious Violence – all staff being aware of the indicators and risk factors. Procedures are reflected in the school's management of safeguarding and linked into the child protection policy.</i> 		

	<ul style="list-style-type: none"> - Safer Recruitment and Safer Working Practice - Management of Allegations and Whistleblowing (including response to low-level concerns). - Physical Intervention policy. - New statutory requirements to teach safeguarding, online safety, Relationship Education for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools). 		
5	<p>DESIGNATED SAFEGUARDING LEAD FOR CHILD PROTECTION (statutory requirement):</p> <p>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. DSL role and responsibilities are explicit in the role-holder’s job description.</p> <p>There is at least one deputy designated safeguarding lead and they have been trained to the same standard as the Snr DSL. The DSL role and responsibilities are written into the DSL’s job description.</p> <p>The designated safeguarding leads liaise with the LA and other agencies.</p> <p>New The Snr DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see page 147.</p> <p>New <i>The Snr DSL along with the Designated Teacher can inform the Governing body and Head teacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children’s circumstances so that they can provide the right support to them and help them succeed.</i></p> <p><i>Deputy DSL’s are trained to the same standard as the Snr DSL. DSL’s should always provide reports to Child Protection and Child in Need conferences and reviews during the academic year and attend unless exceptional circumstances arise. Communication between schools and social care remains paramount to keep children safe.</i></p> <p><i>The Head teacher and Governing body ensures the DSL(s) have sufficient time to carry out the functions of the role and undertakes the required training to the same level as the Snr DSL.</i></p> <p><i>The Governing body ensures the DSL team are supported to carry out their role effectively as set out in Annex C.</i></p> <p>(KCSiE 2021 paragraphs 10,11, 21, 33, 37, 43,45 to 47, 54, 59, 67 to 73, 87 to 88, 109 to 112, Annex A & Annex C Role of the Designated Safeguarding Lead pages 145 to 155).</p>		
6	<p>COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD (statutory requirement):</p> <p>During term time the designated safeguarding lead and/or a deputy are always available (during school or college hours) for staff in the school or to discuss any safeguarding concerns. The Head teacher will be available to support staff in the absence of the DSL.</p>		

	<p>There is adequate and appropriate DSL cover arrangements in place for any out of hours/out of term activities throughout the academic year and this is communicated to all. (KCSiE 2021 Part one paragraph 21, 47, 55 to 60 Part two Annex A & Annex C Role of the Designated Safeguarding Lead pages 145 and 146).</p>		
7	<p>DESIGNATED SAFEGUARDING LEAD TRAINING (statutory requirement): The senior designated safeguarding lead and deputies undergo formal training every two years. In addition, their knowledge and skills are updated at least annually. (KCSiE 2021 Part one paragraph 13,14, Part two 117 to 118 & Annex C Role of the Designated Safeguarding Lead pages page 149). Please complete the Training Form below to evidence compliance of training attended. This will also support NCC and NSCP collation of data to inform arrangements for future training needs.</p>		
5/6/7	<p><i>Evidence for questions 5,6 and 7 (additional information can also be found on SiE Training Form linked).</i> <i>The school/academy adopts and tailors the NCC & NSCP whole school child protection policy template to the schools 'safeguarding arrangements?</i> <i>The school/academy adopts the Family or Trust's whole school child protection policy template.</i> <i>The Snr DSL is a member of the school's leadership team and given appropriate status and authority within the schools or college.</i> <i>The DSL role and responsibilities are written into each named DSL's job description.</i> <i>The DSL has time, resources, and training to confidently carry out the role and responsibilities of DSL.</i> <i>The Head teacher, SLT, DSLs DT Staff and Governors/Trusts are conversant with HM Working Together to Safeguarding Children 2018 guidance.</i> <i>New The Snr DSL /DSL Team is taking part in the County DSL Supervision Pilot starting Autumn 2021.</i> <i>New The head teacher, designated safeguarding leads and governing body /trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.</i></p>		
8	<p>CHILD PROTECTION TRAINING (statutory requirement): New areas of vulnerability All staff members have received regular child protection training and updates (updated as a minimum three yearly). This includes, the indicators that a child may be at risk of different types of abuse, e.g. from sexual violence and sexually harmful behaviour, CSE, CCE including gang and anti- social or criminal behaviour, forced marriage, honour-based abuse, domestic harm/abuse, FGM and Prevent (radicalisation and or exploitation),modern day slavery or trafficking including sexual or criminal exploitation, up skirting, peer on peer abuse (child on child abuse), serious violence and children who require mental health support. Contextualised safeguarding and County Lines, Sexual Violence and Sexual Harassment.</p>		

	<p>Children who are vulnerable through mental health concerns for themselves or their family and SEND.</p> <p>New All staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the schools or college and can occur between children outside of these environments.</p> <p>Extra- familial harms take a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.</p> <p>Peer on Peer Abuse (child on child) can take the form of abusive harassing, misogynistic messages, the non-sharing of indecent images, especially around chat groups, the sharing of abusive images and pornography to those who do not want to receive such content.</p> <p>Staff should be alert to this and always speak to the DSL or deputy without delay.</p> <p><u>Zero tolerance</u> to incidents of sexual violence and sexual harassment and should be always applied as informed by KCSiE 2021 paragraph 450.</p> <p>There is the opportunity for staff members to receive safeguarding and child protection updates at least annually by face to face training and regularly through staff meetings, bulletins and staff notice boards.</p> <p>There is opportunity provided to staff to contribute to safeguarding arrangements and development of the child protection policy. (KCSiE 2021 Part one paragraphs 13 to 18, 19 to 31, 32, 33 to 50, 50 to 54, 55 to 60 114 to 143, 144 to 146, and 450 Part Five Sexual Violence and Sexual Harassment and Annex A and G).</p>		
	<p><i>Evidence (additional information can also be found within the Training Form).</i></p> <p><i>A register is maintained of all safeguarding and child protection training.</i></p> <p><i>Staff are consulted about the 'safeguarding arrangements' in place.</i></p> <p>New <i>The Head teacher and Governing body are informed of incidents involving sexual harassment and sexual violence and actions taken are in accordance with the schools 'safeguarding arrangements' and policies.</i></p> <p>New <i>The Head teacher, SLT and Governing body maintain an overview of the safeguarding and child protection training provided to all staff and take up opportunities to join in training where appropriate to maintain a whole school or college approach to safeguarding.</i></p> <p>New <i>The Head teacher, SLT, DSL team and Governors understand their responsibilities and can action concerns for incidents of SVSH inside and outside of school or college.</i></p>		

<p>9</p>	<p>CONCERNS ABOUT PRACTICE/WHISTLE BLOWING (statutory requirement): There is a culture that all staff can raise concerns about poor or unsafe practice and that concerns are 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. New KCSiE 2021 Part four – Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors. The Government have added contractors to this list and a new section on low-level concerns. KCSiE 2021 Part four is now in into two sections:</p> <ol style="list-style-type: none"> 1. Allegations that may meet the harms threshold. 2. Allegations/concerns that do not meet the threshold i.e. low-level concerns. This includes what a low-level concern is, making the link between low-level concerns, staff code of conduct and safeguarding policies. <p>Schools are required to have their own procedures for dealing with concerns and or allegations against those working in or on behalf of schools or colleges. These procedures should be consistent with local safeguarding procedures and practice guidance. Low-level concerns should be linked to either the staff behaviour policy or code of conduct.</p> <p>(KCSiE 2021 Part one paragraphs 74 to 77 and Part four Allegations of abuse made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors).</p>		
	<p><i>Evidence</i> <i>Date when whistleblowing policy was signed off by governing body:</i> <i>When was it last shared with you staff:</i> New Does your policy and arrangements include allegations against supply teachers, and contractors? New Do your safeguarding arrangements include where and individuals' behaviours indicate they may not be suitable to work with children and or low level- concerns have been raised? New Have you liaised with your Governing body, Trust and HR team to agree your policies? New Have your staff been informed of how low-level concerns will be managed and have access to the school or colleges staff behaviour policy/ code of conduct?</p>		
<p>10</p>	<p>LOOKED AFTER CHILDREN (statutory requirement): There is a Designated Teacher for Looked After Children who has received appropriate training and or networking opportunities to work effectively in this area. All staff have the relevant information regarding a child with looked after status and know when to share concerns for individual children. New The Snr DSL(DSL team) and DT meet to discuss the arrangements in place to keep call children with looked after status safe and agree how to raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in</p>		

	respect of attendance, engagement and achievement at schools or college, see page 147 (KCSiE 2021 paragraphs 175 to 184, & Annex A and Annex C).		
	<p><i>Evidence</i> Where schools/academies have LAC children on roll, the Designated Teacher works with staff from the Virtual School to discuss how best to use Pupil Premium funding for the child. The DST contributes to and attends LAC meetings for children with LAC status.</p> <p><i>Date of DT's LAC specific training</i> New Governors and Trusts ensure staff have the knowledge, skills and understanding to keep children looked after safe. New The Designated Teacher and Snr Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system. New The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.</p> <p><i>Date of LAC specific training</i></p>		
11	<p>CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (statutory requirement): The child protection policy reflects the additional barriers for this vulnerable group of children with additional needs. All staff are conversant with the Early Help Offer and the NCC Pathway to Provision version 9 2021. The setting has put in place extra pastoral support for children with SEN and disabilities. New All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges. (KCSiE 2021 Part one and paragraphs 19, 38, 82,123 to130, 152 to 154 157 to 158,185 to187 Annex A and B).</p>		
	<p><i>Evidence</i> There is a dedicated section within the child protection policy which refers to this group of children and confirms the SEND provision and support that is in place. New The child protection policy reflect the facts that additional barrier can exist when recognising abuse and neglect for children with SEND and can are more prone to peer group isolation or bullying (including prejudice-based bullying) and other safeguarding risks than other children and may not always show outward signs and may have communications barriers and difficulties in reporting challenges. Does the SENCO contribute to reports for children subject to safeguarding and child protection concerns? Does the school/academy put in place additional pastoral support for any children with SEND? Does the SENCO regularly meet with the DSL team to share any concerns?</p>		
12	<p>VULNERABLE GROUPS (statutory requirement): All staff are fully conversant with the statutory requirements for responding to children with specific vulnerabilities and know when</p>		

	<p>mandatory referring or reporting is required by receiving training, through DSL updates or briefings.</p> <p>All staff have received training and understand the term contextualised safeguarding and child criminal exploitation and understand the impact for individual children and communities:</p> <p>Private Fostering date: Honour Based Violence date: Child Criminal Exploitation; County Lines date: Sexual Violence and Sexually Harmful behaviour date: Female Genital Mutilation (FGM) date: Forced Marriage date: Missing Children, Children Missing Education date: Young Carers date. Criminal exploitation, gangs, and knife crime date: Prevent/ WRAP/Channel training date: Looked After Children/Care leavers date: Extra Familial Harm and Abuse (Contextual Safeguarding) date: Serious Violence: Peer on Peer Abuse (child on child) date:</p> <p>New RSHE (statutory from 1st September 2020 onwards) The Government have put in place a one-stop shop for teachers to include training modules.</p> <p>New Children who attend alternative education often have complex needs, it is important that governing bodies and Trusts ensure children are fully supported and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to.</p> <p>(KCSiE 2021 Part one paragraphs 19 to 54, 119 to 122, 123 to 135, 144 to 145, 157 to 158, 159 to 187. Part 5 Sexual Violence and Sexual Harassment, Annex A, B and G).</p>		
	<p><i>Evidence</i></p> <p><i>In-house training or briefings have been provided by the Snr DSL and DSL team dates:</i></p> <p><i>Staff have completed in house or on-line training or through NCC partner safeguarding leads NSCP etc dates:</i></p> <p><i>Case Records are maintained for cases in which mandatory reporting is required, which evidence information shared, actions taken, and outcomes achieved in-line with KCSiE 2021 paragraph 71 to 73 and 105 to 113.</i></p> <p><i>Have all staff following appointment and before working in school received safeguarding training as part of their induction:</i></p> <p><i>Staff aware of RSHE becoming compulsory and conversant with teaching resource KCSiE 2021 paragraph 121.</i></p> <p><i>Staff are conversant with teaching resources and are available to teach safeguarding in-line with KCSiE 2021 paragraphs 119 to 122.</i></p> <p>New <i>All staff receive regular safeguarding updates and can access additional training to ensure they can carry out their responsibilities to keep children safe including supply staff, volunteers who work within the school/college or on behalf of the school/college with children.</i></p> <p>New <i>The Governing body/Trust is aware of the cohort of children who access alternative provision and ensure they are fully supported and remain supervised by the alternative setting whilst on the role of the school or college.</i></p>		

13	<p>COMPLAINTS (statutory requirement): The setting has a Formal Complaints' Policy which has been reviewed annually and is made known and available on the school/academy website. A comprehensive system is in place for children and families to make complaints and receive a response. New KCSiE 2021 Part four is made up of two parts the Second part includes low- level concerns, these concerns could transfer into formal complaints and will need to be considered under Part four Section two Concerns that do not meet the harm threshold. Schools, colleges, and trusts will need to review their staff codes of conduct or staff behaviour policies to take into account the new requirements set out in Part four paragraphs 406 to 427. Complaints can escalate to contacts with statutory agencies such as the NCC/LA, NSCP, NSPCC or Ofsted. Creating a culture in which all concerns are dealt with promptly and appropriately is critical in defusing situations and addressing concerns and complaints. (KCSiE 2021 Part two The Management of Safeguarding, Part four Section two).</p>		
	<p><i>Evidence</i> The Complaints' procedure is available on the school's website. It is referred to so parents/carers and children know they will be listened to and concerns robustly addressed. New The staff Code of Conduct or Staff Behaviour Policy provides a response to how low- level concerns involving staff will be managed in agreement with your HR Service and has been shared with all staff. Date the complaints' procedure was last reviewed.</p>		
14	<p>SAFER RECRUITMENT (statutory requirement): A culture of safer working practice is created as part of the adoption of safer recruitment procedures. There is a Single Central Record (SCR) that includes information on identity 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 are made in accordance with statutory guidance. A staff Code of Conduct has been adopted and signed off by the Governing Body/Trust. Written recruitment and selection policies and procedures are in place. All maintained school governors have had an enhanced DBS check. New The Education and Training (Welfare of Children) Act 2021 has been added, which extends safeguarding provisions to Post 16 education. New Governors should determine whether staff read Part one and Annex A or if not working directly with children just Annex A (a shorter version of Part one). All new staff should be provided with KCSiE 2021 Part one or Annex B on induction and should be informed of the role and responsibilities of the designated safeguarding lead and how to make contact with them. (KCSiE 2021 Part Three Safer Recruitment, NCC HR or your learning environments own HR).</p>		

	<p><i>Evidence</i></p> <p><i>Date when Single Central Record was last reviewed:</i></p> <p><i>Has the Head teacher and Governors reviewed the SCR to ensure it is up to date and complaint with KCSIE 2020 Part Three and your school's HR processes?</i></p> <p><i>Date when the Safeguarding Governor was appointed and when meetings have been held with the Snr DSL and deputies, to maintain an overview of the school's management arrangements for safeguarding and the 'safeguarding arrangements' in place.</i></p>		
15	<p>SAFER RECRUITMENT TRAINING (statutory requirement):</p> <p>Safer Recruitment Training has been completed as required. (KCSiE 2021 Part three. NCC HR Schools' Portal or your learning environments own HR).</p>		
	<p><i>Evidence</i></p> <p><i>Dates for safer recruitment training by leadership members. Head teacher and Chair of Governors.</i></p> <p><i>Date the school or college induction checklist was last reviewed.</i></p> <p><i>Dates for when Chair of Governors/ Governing body reviewed the Single Central Record:</i></p>		
16	<p>MANAGING ALLEGATIONS (statutory requirement):</p> <p>Procedures are in place for dealing with allegations of abuse against members of staff and volunteers which complies with the KCSIE 2021, HM Working Together to Safeguard Children 2018 and the NSCP local procedures.</p> <p>This includes having a named strategic lead who is conversant with how to contact NCC Local Authority Designated Officer (LADO)</p> <p>Part Four has been revised to include allegations of abuse made against teachers, including supply teachers, other staff, volunteers, and contractors. In addition, an additional bullet point has also been added which covers where an individual may have behaved in a way that indicates they may not be suitable to work with children.</p> <p>New KCSiE 2021 Part four is made up of two parts the Second part includes low- level concerns, these concerns could transfer into formal complaints and will need to be considered under Part four Section two Concerns that do not meet the harm threshold. Schools, colleges, and trusts will need to review their staff codes of conduct or staff behaviour policies to take into account the new requirements set out in Part four paragraphs 406 to 427. (KCSiE 2021 Part one paragraphs 73 to 77. Part four Allegations of abuse made against teachers, and other staff, including supply teachers, volunteers and contractors & NCC HR Schools Portal, or your learning environments HR).</p>		
	<p><i>Evidence</i></p> <p><i>Name of strategic lead within the school/academy for managing allegations if not the Head Teacher:</i></p> <p><i>Date training completed:</i></p> <p><i>Contact details for NCC LADO known and available.</i></p> <p><i>The school/academy whole school child protection policy informs where advice and reports of concerns or allegations should be made and includes the contact details for the LADO, MASH and Police.</i></p> <p><i>Records are maintained and can evidence all concerns, actions and outcomes from referrals made to LADO.</i></p>		

	<i>New</i> The schools or college has clear policies and procedures for responding to low-level concerns, that has been approved by the Governing body or trust and shared with all staff, volunteers, supply staff and contractors.		
17	<p>MANAGING ALLEGATIONS against the Head Teacher, Principal or Trust member (statutory requirement): A member of the Governing Body/Trust (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 2021 Part one paragraph 73 to 77 Part Four Allegations of abuse made against teachers, other staff, including supply teachers, volunteers, and contractors).</p>		
	<p><i>Evidence</i> Name of Governor or Trust member who has responsibility for managing allegations: Date Managing Allegations Training was completed: <i>New</i> Do your safeguarding arrangements include where and individuals' behaviours indicate they may not be suitable to work with children (KCSiE 2021 Part four sections one and seconds two to include low-level concerns). Have you made supply agencies and staff aware of the schools 'safeguarding arrangements'?</p>		
18	<p>CHILDREN MISSING FROM EDUCATION (statutory requirement): All staff are aware of, and follow the procedure relating to children missing from home, school, education or care. The school/academy has at least two telephone contact numbers available for responsible adults for each child on roll. Staff know how to contact the NCC Children Missing Officer to report concerns. The NSCP provides on-line training course for children missing. (KCSiE 2021 Part one paragraph 31. Part two Management of safeguarding and paragraphs 164 & Annex A and B).</p>		
	<p><i>Evidence</i> Statutory requirement: Information has been shared with staff, The Children Missing flow chart is on the staff noticeboard/made available to all staff, especially pastoral leaders. Missing Children and CME training attended face to face or virtual date:</p>		
19	<p>CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT (statutory requirement): <i>New</i> The DSL is aware of national and local guidance regarding how to respond to incidences of child on child sexual violence and sexual harassment. All staff do adopt the view that 'it can happen here' and can occur inside and outside of schools/college and online. All staff are provided with training and guidance and know how to respond to incidents including how to support children involved in incidents. (KCSiE 2021 Part one paragraphs 23 to 24, 32 to 39, 51 to 54, 144 to 147. <i>New</i> Part Five & Annex A, Annex B, and the stand-alone Government guidance SVSH published 06/07/2021 referred to in the accompanying letter to this SiE toolkit).</p>		

	<p>New The school or colleges child protection policy includes information on peer on peer abuse (child on child) and sexual violence and sexually harmful behaviour between children.</p> <p>New The Head teacher and DSL's are all fully conversant with how to respond to incidents of SVSHB in accordance with revised guidance and continue to maintain an up to date knowledge and training.</p>		
	<p><i>Evidence</i></p> <p><i>All those with DSL status are conversant with the Child Sexual Violence and Sexual Harassment guidance published 6th July 2021.</i></p> <p><i>DSL's have ensured all staff know the indicator and how to respond to incidents of SVSH in accordance with KCSiE 2021 paragraphs 428 to 436 441 to 442.</i></p> <p><i>The stance on Zero Tolerance at paragraph 450.</i></p> <p><i>All staff are signposted to where to seek further information about harmful sexual behaviour in schools or college and signposted to sources of support, including KCSiE 2021 paragraph 464</i></p> <p><i>DSL's have accessed specific training to support them in practice.</i></p> <p><i>Date of training for CSE:</i></p> <p><i>Date of training for Sexual Violence and Sexually Harmful Behaviour:</i></p> <p><i>DSLs have shared their learning with the staff team.</i></p> <p><i>All Staff and volunteers know what actions to take to safeguard a child who is the subject of sexual violence/ harassment.</i></p> <p><i>DSL's understand the term 'Familial harm'. And know they have a role and responsibility to address and refer SVSH incidents both in and outside of schools.</i></p> <p><i>The Head teacher and DSL's know how to respond to incidents of SVSHB</i></p>		
20	<p>CHILD PROTECTION AND CHILD IN NEED CONFIDENTIAL FILE AUDIT</p> <p>Introduced into all County Schools following lessons learnt from local and national Serious Case Reviews into child deaths.</p> <p>The Named Governor for child protection/safeguarding can confirm the school/academy maintains appropriate record keeping in relation to vulnerable children (child subject to child protection, child in need concerns, and those who have Looked-After status) by conducting the annual audit of a sample of child protection/safeguarding files between the spring and summer term 2021.</p> <p>The setting demonstrates SLT supervision of CP and CIN case files and takes action when areas of weakness are identified.</p> <p>The Named Governor acts as the DSL's 'critical friend' when completing the 'best practice' file audits.</p> <p>The child's journey through the safeguarding system is well managed, documented and referrals and actions are taken in a timely way to keep children safe.</p> <p>A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing body annually.</p> <p>New A record or data on the cohort of children having or have had a social worker and social care involvement.</p> <p>New KCSiE 2021 information added about keeping and storing records, where a concern about a child has been identified in Annex C.</p>		

	(KCSiE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151).		
	<p><i>Evidence</i></p> <p><i>Date when child protection and safeguarding record audit was completed:</i></p> <p><i>Were all case records signed and dated?</i></p> <p><i>Did the child's file contain a chronology?</i></p> <p><i>Are files managed as specified in the school's child protection policy and KCSiE 2021 Annex C?</i></p> <p><i>Was the child's journey able to be evidenced?</i></p> <p><i>Has the Governor involved become aware of any weakness and put in place remedial actions/ advice?</i></p> <p>New: <i>Did the child's CP or confidential file move with the child or be <u>transferred within 5 days</u> required by KCSiE 2020 page 148</i></p> <p><i>Has the DSL's of the school, college and or alternative education provider involved held a discussion to share important information to support the child's transfer or placement?</i></p> <p><i>Are the new schools, college or AP placement informed of the child protection plan, CiN Plan or LAC plan and dates of ongoing meetings and name of the child's social worker including their contact details?</i></p> <p><i>For those children who transfer outside of the term time have they been fully supported (including managed moves) to other schools or education?</i></p> <p><i>Have actions been taken in the best interest of the child in the 'best interest of the child'?</i></p>		
21	<p>TRANSFER OF A CHILD'S CHILD PROTECTION, CHILD IN NEED, LAC OR CONFIDENTIAL FILE (statutory requirement):</p> <p>A file transfer policy is in place to ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.</p> <p>For those children subject of social care and safeguarding agency involvement will require a separate confidential file from the pupil file. These are known as child protection file, safeguarding file, or confidential file. Some files are managed electronically through systems such as CPOM's or My Concerns, a few schools still use paper files. The child protection file must be able to evidence the child's journey and include key information as described in KCSiE 2021 paragraphs 71 to 73, 112 to 113 and Annex C pages 146 to 148.</p> <p>New for those children who transfer schools, college or education provider the child's child protection or confidential file must move with the child or be <u>transferred within 5 days</u> required by KCSiE 2021 page 148.</p> <p>The DSL's of the outgoing or receiving school, college or alternative placement should hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.</p> <p>New schools must maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information should be considered for sharing ' if</p>		

	<p>appropriate' with the new schools or provider in advance of the child leaving to allow for the new schools to continue supporting the children who have had a social worker or been victims of abuse, or those who are currently receiving support through the 'Channel' programme. KCSiE paragraphs 113. (KCSiE 2021 paragraphs 71 to 73 and Annex C pages 146 to 148).</p>		
	<p><i>Evidence</i> <i>Records evidence discussions have been held between the DSL's to share important information about the child and prior to transfer and arrangements for file transfer.</i> <i>Confirmation of signed receipt is held to confirm safe and secure transfer of files between schools/ education providers for children subject to CP and CIN concerns.</i> <i>If the child's file did not transfer as required (within 5 days) was action taken by the DSL and or the use of escalations procedures actioned?</i> <i>New Has the DSL at the receiving school, college or AP placement been informed of the child protection plan, CiN Plan or LAC plan and dates of ongoing meetings including the name of the child's social worker and their contact details?</i> <i>For those children who transfer outside of the term time have they been fully supported (including managed moves) to other school or education?</i> <i>New Has the Snr DSL(and deputies) maintained data for those children who have been open to social care , have had a social worker or who are closed to social care and may have returned to the family home or been receiving support from the Channel programme?</i> <i>For those children who have transferred school has the DSL shared information appropriately with the DSL of the new school or provision?</i></p>		
22	<p>INFORMATION SHARING (statutory requirement): Information is shared effectively, safely, and in a timely way. (Working Together to Safeguard Children 2018 page18, HM Information Sharing- advice for practitioners providing safeguarding services to children, young people, parents/carers. <i>New</i> Information which makes clear the powers to hold and use information when promoting children's welfare Paragraph 105. (KCSiE 2021 Part two the Management of Safeguarding 105 to 112 & Annex A & C).</p>		
	<p><i>Evidence</i> <i>DSLs and staff are fully conversant with Information sharing protocols and the requirement to protect children, keep them safe and when and how to share information with agencies.</i> <i>Information regarding children is kept safe and secure and in accordance with KCSiE 2021 paragraphs 105 to 112 and the school's management arrangements for child protection and safeguarding, whether that be through paper files and systems or electronic systems such as CPOM's or My Concerns.</i></p>		
23	<p>SPECIFIC SAFEGUARDING ISSUES (statutory requirement): Governors and all staff are aware of the specific safeguarding concerns which can make children more vulnerable to risk, harm, abuse and exploitation.</p>		

	<p>Staff are conversant with the signs and indicators of: drug and alcohol abuse, going missing/truanting, CSE, sexting, online-abuse, domestic violence, knife crime, trafficking and criminal exploitation which put children in danger.</p> <p>All staff are aware safeguarding issues can manifest themselves via peer on peer abuse.</p> <p>All staff are conversant with the term 'extra familial safeguarding'</p> <p>All staff are alert to the signs and impact of criminal child exploitation, linked to 'County Lines'.</p> <p>Staff are regularly reminded and clear of the school, academy or alternative providers policy and procedures with regards to all forms of abuse and risks of harm and know where to report concerns and seek support.</p> <p>New Staff are clear that victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.</p> <p>KCSiE 2021 paragraph 18</p> <p>New Child Criminal Exploitation (CCE) makes clear the experiences of girls being criminally exploited can be different to boys, indicators of CCE may also be different for girls. KCSiE 2021 paragraph 23 to 35</p> <p>New CSE is a form of sexual abuse and includes what it may involve KCSiE 2021 paragraph 36-39.</p> <p>(KCSiE 2021 Part one Safeguarding Information for All Staff, Part Five & Annex A).</p>		
	<p><i>Evidence</i></p> <p>DSLs access regular training pertinent to specific areas of emerging threats to children, young people and communities. DSLs are proactive in maintaining up to date knowledge to be effective in their support to children and staff.</p> <p>Staff regularly take part in either face to face or on-line safeguarding training,</p> <p>The Snr DSL maintains a record or data base of all training completed by DSL's and all staff including volunteers.</p> <p>Statutory DSL's provide regular updates to all staff through staff briefings, training and opportunities to access on-line training such as the NSCP website.</p> <p>Best Practice DSL attendance at the Designated Safeguarding Lead Focus Group network meetings and other safeguarding training opportunities to keep informed on areas of safeguarding vulnerabilities.</p> <p>The DSL can demonstrate actions taken and contact with regulated safeguarding agencies/ services.</p>		
24	<p>OPPORTUNITIES TO TEACH SAFEGUARDING (statutory requirement and some elements of best practice):</p> <p>Children are taught about safeguarding, how to keep themselves safe and where they can access support (including on-line) through teaching opportunities and Relationship, Sex and Health Education (RSHE).</p> <p>New Information added to KCSiE 2021 on a one stop shop for teachers which includes teacher training modules on RSHE. (KCSiE 2021 paragraphs 121, Annex A & Annex C Online Safety page 117 to 118).</p>		
	<p><i>Evidence</i></p> <p><i>Curriculum and assembly plans that reflect these issues.</i></p>		

	<p><i>New: Have staff access training or resources to teach RSHE suitable to the setting?</i></p> <p><i>Best Practice Primary School and Specials' School: engagement with the NSPCC 'Stay Safe Project'</i></p> <p><i>Best Practice Co-production work in schools with members of the TETC team</i></p> <p><i>RSHE includes raising awareness of the strands of safeguarding vulnerability.</i></p> <p><i>Best Practice Engagement with PCSO's, Police Early intervention Officers.</i></p>		
25	<p>ONLINE SAFETY (statutory requirement):</p> <p>The Governing Body ensures that appropriate filters and monitoring systems are in place.</p> <p><i>New</i> Section in KCSiE 2021 covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety provision and information to support (KCSiE 2021 paragraphs 123 to 135, Annex A, Annex B, C and Annex D).</p>		
	<p><i>Evidence</i></p> <p><i>New</i> Has the school or college embedded an effective whole school approach to online safety that empowers the schools or college to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate?</p> <p><i>New</i> Is online safety reflected as required in all relevant policies and considered when planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement?</p> <p>The school/academy's ICT policy subject to regular review and risks assessments in place where required?</p> <p>The school/academy's E -Safety Co-ordinator can inform the processes in place to keep children safe, restrict access through required filtering systems and deal with any threats or incidents of cyber-crime or abuse?</p> <p>The DSL's maintains an up to date knowledge of risks linked to online and social media platforms used by children and young people.</p> <p><i>Best Practice</i> School/Academy engages with NCC Anti- bullying and E safety Co-ordinator for advice and training for staff and parents.</p> <p><i>New</i> Has the school's on-line safety policy and procedures been regularly reviewed?</p> <p><i>New</i> Does the school or college have a clear policy on the use of mobile phones and smart technology? and is this reflected in your child protection policy?</p>		
26	<p>FEMALE GENITAL MUTILATION (statutory requirement):</p> <p>Staff are aware that FGM is a form of abuse and use safeguarding procedures where a child is thought to be at risk or has undergone FGM. Teachers are aware that they <u>must</u> personally report to the police under the mandatory reporting duty any case where they have evidence that FGM has been carried out.</p> <p>(KCSiE 2021 paragraph 40, Annex A page 133 and 134).</p>		
	<p><i>Evidence</i></p>		

	<p><i>FGM is referred to explicitly in the school's safeguarding policy. DSLs have completed FGM training can this be evidenced. Staff have completed either face to face or on-line FGM training Best Practice A record of FGM training is maintained and can be evidenced to Ofsted during inspection. All staff are fully conversant with how to report concerns</i></p>		
27	<p>RADICALISATION and Extremist Behaviour (statutory requirement): Schools are aware of their responsibilities under the PREVENT duty (CTSA 2015) and this is reflected in existing safeguarding policies. This includes how to identify risks and vulnerability factors and are familiar with referral pathways. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to be drawn into terrorism. DSLs have completed Prevent/ Channel training and maintain an up to date knowledge of emerging threats. Resources are available to schools through Educate Against Hate on page 137. (KCSIE 2021 paragraphs 19, Annex A pages 135 to 137).</p>		
	<p><i>Evidence</i> Date DSLs have completed Prevent or Channel training: Are the DSL team conversant with the guidance on Channel or Page 91? <i>New</i> Have DSL completed Chanel awareness e-learning? Best Practice A record of staff training is maintained and can be evidenced to Ofsted during inspection. Best Practice How the DSLs and school staff maintain awareness of threats in order to keep children safe and address any anxieties.</p>		
28	<p>ALTERNATIVE PROVISION AND ELECTIVE HOME EDUCATION (statutory requirement) <i>New</i> Changes from September 2021 including paragraphs in KCSiE 2021 on Alternative Provision and Elective Home Education have been further strengthened. Alternative Education- The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these setting are aware of the additional risks of harm that their pupils may be vulnerable to. KCSiE 2021 Part one paragraphs 157 and 158) Elective Home Education -many Home Educated Children have an overwhelmingly positive learning experience. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep the safe and supported in line with their needs. (KCSiE 2021 Part one paragraph 165 to168</p>		
	<p><i>Evidence</i> Alternative Education - Has the Governing body, Head teacher, Snr managers and DSL read the two statutory pieces of guidance to which commissioners of Alternative education should have regards to Alternative provision – DfE Statutory guidance and Education for children with health needs who cannot attend school- DfE Statutory Guidance?</p>		

	<p>EHE- Has the Head teacher, Snr managers and DSL worked with other key professionals to coordinate a meeting with the parents/carers where possible before a final decision has been made to ensure the parents/carers have considered what is in the best interest of the child, particularly important for children with SEND, is vulnerable or has a social worker?</p> <p>Are Snr Leaders and the DSL team familiar with DfE Guidance on Elective Home Education?</p>		
29	<p>NSCP & NCCSP (cross authority) NEGLECT STRATEGY TOOLKIT 2021-2024</p> <p>New Best Practice Nottinghamshire Safeguarding Children Partnership and Nottingham City Safeguarding Children Partnership launched the cross-authority Neglect Strategy and toolkit for 2021-2024 on 16th May 2021. The joint strategy sets out what we intend to do over the next three years to prevent neglect and minimise its impact through strong and effective collaborative working across all organisations that have a duty to promote the welfare of children and protect them from harm. The Neglect Strategy and toolkit promotes and supports the early intervention for children who maybe at risk of neglect.</p> <p>As part of the local safeguarding partnership response: Are Governors, Headteachers and Designated Safeguarding Leads and staff aware of the Neglect Strategy toolkit and use it to assist them when considering concerns for neglect.</p>		
	<p><i>Evidence</i></p> <p>Date DSL's have provided briefings to staff regarding the NSCP Neglect tool kit:</p> <p>DSL's have used the neglect toolkit as part of the early intervention of support for children and families.</p> <p>Has the toolkit been beneficial in supporting children as part of the early intervention strategy and prevented the need to refer to MASH/ social care?</p>		

Training Form for 2021/2022

Assurance of statutory safeguarding arrangements in Nottinghamshire schools, colleges and independent providers.

This form should be completed by the Head Teacher/Principal with support from the Snr Designated Safeguarding Lead for the school, academy or education setting.

In signing this SiE audit form, you are confirming that the 'safeguarding arrangements' are compliant with all statutory legislation KCSiE 2021.

The information requested below will allow the Local Authority and NSCP to have a degree of assurance about your 'safeguarding arrangements' for maintaining up to date and relevant safeguarding training; help inform the Local Authority and NSCP Learning and Workforce Development Group of the training needs within the County; and help to maintain a current register of relevant safeguarding leads in your organisation.

NAME OF SCHOOL/ACADEMY:	
Name of the Head Teacher/Principal:	
Head Teacher/ Principal	
Safeguarding training completed:	
Dates:	

Name of Snr Designated Safeguarding Lead: <i>(It is a statutory requirement that this person <u>must</u> be a member of SLT)</i>		
Date in post as Snr Designated Safeguarding Lead:		
Role in school:		
Details of training attended within the last 2 years	Date attended	Refresher due
The Responsibilities of the Designated Safeguarding Lead <i>(This training is provided by the Local Authority and must be refreshed <u>within</u> every two years)</i>		
NSCP Working Together to Safeguard Children – one day course <i>(This training is provided by the NSCP and <u>does not</u> require refreshing).</i> Other courses <u>should</u> be completed to maintain an up to date knowledge of safeguarding vulnerabilities and risks for children.		
Snr DSL: List other training accessed		

Name of Deputy Designated Safeguarding Lead:		
Date in post as Deputy Designated Safeguarding Lead:		
Role in school:		
Details of Training attended within the last 2 years.	Date attended	Refresher due
The Responsibilities of the Designated Person (This training is provided by the Local Authority and <u>must</u> be refreshed <u>within</u> every two years)		
NSCP Working Together to Safeguard Children – one day (This training is provided by the NSCP and <u>does not</u> require refreshing). <u>Other courses should be completed to maintain an up to date knowledge of safeguarding vulnerabilities and risks for children.</u>		
List other training accessed:		

Names of additional Designated Safeguarding Leads (DSLs)	
Name of DSL	
Statutory Safeguarding training completed	NCC Designated Safeguarding Lead training and refresher NSCP Working Together to Safeguard Children
Dates:	

Names of Designated Teacher (for Looked After Children)	
Name of DT	
Date Appointed	
Safeguarding training completed (Include training specific to LAC)	
Dates:	

Name of Nominated Safeguarding Governor

(please print).....

Signed.....**Date**.....

Name of Chair of Governors

(please print).....

Signed

.....**Date**.....

NOTE

- For Nottinghamshire maintained schools, please sign off at the Autumn Term 2021 full Governing body meeting and ensure this is noted within the minutes of the meeting.
- It is good practice for all schools and academies to ensure your ‘safeguarding arrangements’ are robustly quality assured and well documented.
- Ofsted will inspect every school, academy or education provider’s ‘safeguarding arrangements’ within the Inspection Framework for leadership and management of the school or academy.
- **Please ensure you retain a copy of the SiE Self- Audit Form 2021/2022 within your school or academy’s safeguarding file so that you can provide evidence of ‘safeguarding compliance’ during Ofsted Inspections.**
- Further electronic copies of *the SiE Annual Self-Audit toolkit for 2021/2022* can be accessed through the Nottinghamshire Schools Safeguarding Portal Link: LA communities, safeguarding or from the NSCP website <http://www.nottinghamshire.gov.uk/nscp/resources/for-schools>
- Additional information regarding Safer Recruitment Practice or training should be sought through NCC Human Resources Services. Duty [Tel:- 0115 9774433](tel:01159774433) or hrdutydesk@nottscc.gov.uk
- Safeguarding in Education training queries or requests should be made directly to NCC Learning and Workforce Development Service [Tel:- 0115 977 3065/0115 9772347](tel:01159773065) or safeguarding.training@nottscc.gov.uk
- [Safeguarding Training: bookings](#) for face to face and online training are through ‘Learning Pool’.

Any queries regarding the completion of the audit should be directed via email to cheryl.stollery@nottscc.gov.uk

Completed and signed NCC & NSCP SIE Audit Form for 2021-2022 and returned no later than 20 December 2021 to

Email: cheryl.stollery@nottscc.gov.uk

Cheryl Stollery

Safeguarding Children in Education Officer