Trust Policy

Safeguarding Policy
(Nottinghamshire County Council model)

Contained within this document:

Full safeguarding guidance for county schools

This policy should be read in conjunction with:

The full list of associated policies contained within this document

nova
Education Trust

Policy/Procedure management log

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Reviewer	H Duffy

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Nova Safeguarding Policy (Nottinghamshire County Council Model) September 2017

Introduction

The Directors of Nova Education Trust have taken the decision to adopt the Nottinghamshire County Council Model for all of the trust's county schools. All Nova Education Trust county schools recognise their responsibilities for safeguarding children and protecting them from harm. This Child Protection Policy will be reviewed by School Leadership and implemented by the Local Governing Body.

Date of last review: September 2017

Date of next review: May 2018

STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES along with GUIDANCE NOTES are provided at the back of this document.

Note: All content should be read and adjusted according to your school profile. It should mirror your school's 'safeguarding arrangements' and the procedures you have in place to manage, report/refer all child protection and safeguarding concerns.

Please pay extra attention to any italicised text which you may wish to add, alter or delete.

This document contains a number of areas relating to safeguarding; a reminder of your statutory responsibilities and has been reviewed to contain minimal updates on statutory and local guidance that have occurred since September 2016.
Please note: the DFE confirmed at the end of July 2017 there will be **no change to statutory guidance contained within DfE Keeping Children Safe in Education (KCSIE) 2016 for September 2017, or HM Working Together 2015**. Revisions are expected to take place later in the year.
As soon as the Government publishes revisions to DfE KCSIE 2016 and HM Working Together 2015 or other statutory guidance, this template policy will be fully reviewed and schools notified.

INTRODUCTION

Robert Miles Infant School recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Pupils and Personnel Committee of the Governing Body.

Date of last review:

Date of next review:

Role	Name	Contact Details
Designated Governor for Child Protection/ Safeguarding	Louise Norton	01949 837422
Snr Designated Safeguarding Lead	Helen Greensmith	01949 837422 head@rmischool.co.uk
Deputy Safeguarding Lead	Sally Marshall	smarshall@rmischool.co.uk
Names of additional Safeguarding Officers	*Linda Barbuti (From December 2017)*	*01949 837422*
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546

Academy

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2016 and HM Working Together to Safeguard Children 2015 are incorporated into this policy.

SAFEGUARDING

Child Protection 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, volunteers and governors and are consistent with those of Nottinghamshire Safeguarding Children Board (NSCB).

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes
  Working Together to Safeguard Children 2015 (page 6)

NB. Children includes everyone under the age of 18 years of age
Safeguarding is not just about protecting children from deliberate harm. It also relates to the 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

Safeguarding can involve a range of potential issues such as:

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

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within *Robert Miles Infant 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 *academy* 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 taken in conjunction with the Designated

Safeguarding Lead. Although any staff can make a referral to children's social care where a child is identified as being in immediate danger there should be no delay in a member of staff reporting the concerns directly to children's social care or the policy as required.

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

The Policy

There are five main elements to our policy:

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

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

The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are trusted adults in the school whom they can approach if they are worried
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies
- Include opportunities in the *PSHE or SRE* curriculum for children to develop the skills they need to recognise and stay safe from abuse:

  - availability of local and online advice
  - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
  - developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse
  - recognising how pressure from others can affect their behaviour
- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised

- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school
- Promote pupil health and safety
- Promote safe practice and challenge unsafe practice
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2016 Part Four Pages 40 to 50), and the NSCB Local Inter-agency Procedures
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security
- Address drugs and substance misuse issues
- Support and plan for young people in custody and their resettlement back into the community
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2016 to:

- Ensure we have a Snr Designated Safeguarding Lead (DSL) (who is a member of the school/college leadership team) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role
- 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 Snr Designated Safeguarding Lead and their deputy(s) responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead or to children's social care/police if a child is in immediate danger
- Ensure all staff and volunteers are aware of the early help process and understand their role in it
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously
- Ensure that there is a complaints' system in place for children and families

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard
- Ensure all records are kept securely; separate from the main pupil file, and in a locked cabinet in an office (not a classroom)
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed
- Apply confidentiality appropriately
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a positive 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 there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.   The school will endeavour to support the pupil through:

- The content of the curriculum
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy and anti-bullying policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 6, published in March 2017), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information

is transferred to the new school immediately and that the child's social worker is informed
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised

Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with NCC HR Guidance found on the Schools Portal (if the school has bought into the service) and from DfE Keeping Children Safe in Education 2016
- Checks and references are an essential part of this process
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct. This includes contact between staff and pupils outside the work context
- In the event of any complaint or allegation against a member of staff, the Head Teacher (or the Designated Safeguarding Lead) if the Head Teacher is not present, will be notified immediately. If it relates to the Head Teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR colleagues
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding 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
- 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

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These

together will make up the suite of policies to safeguard and promote the welfare of children in this school *(each school to add on any others as relevant).*

- *Accessibility Plan*
- *Anti-Bullying revised for 2017-2019*
- *Attendance Policy*
- *Behaviour Principles Written Statement*
- *Equality*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints' Procedure Statement*
- *Cyber –bullying*
- *E Safety Policy*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)*
- *Health and Safety Disability Equality Action Plan*
- *Home-school Agreement Document*
- *Physical intervention/positive handling*
- *Register of Pupil Attendance*
- *School Access Policy*
- *School Behaviour*
- *Relationships and Sex Education*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance (procedures for addressing)*
- *Schools information published on a website*
- *Whistle Blowing Policy*

All Agencies

- ***Pathway to Provision Version 6** (NCC)*
- *Guidance where children are at risk of missing education*
- *Escalation policy (NCC)*
- *Interagency Safeguarding Children Procedures of the NSCB*

The following appendices are a part of this policy:

Appendix 1   Roles and Responsibilities

Appendix 1

Roles and Responsibilities

Everyone

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

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

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

All our staff are aware of systems within *Robert Miles Infant School* and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education Part One. Our *academy* utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

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.

Teachers (including NQTs) and Head Teachers – Professional duty

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

Designated Safeguarding Lead

We have a Snr Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr 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 Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr 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 Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.
Because of the size of our schools and pupil numbers, we have additional Designated Safeguarding Officers named within this policy. All have completed the required training and are overseen by the Snr Designated Safeguarding Lead to ensure we fulfil our child protection responsibilities to meet the needs of the children/ young people on roll.

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 Snr Designated Safeguarding Lead is expected to:

Manage Referrals

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

Work with others

- Liaise with the Head Teacher/Principal (where the Snr Designated Safeguarding Lead role is not carried out by the Head Teacher) to inform him/her of any issues and ongoing investigations

- Liaise with the case manager and the LADO/ LADO Allegation Officer where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2015 and the local Nottinghamshire Safeguarding Children Board procedures and practice guidance

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training
- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register to evidence the training

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 6, EHAF and the Early Help Unit
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so
- Ensure that each member of staff has access to the child protection policy and procedures
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Encourage a culture of protecting children; listening to children and their wishes and feelings

Raise awareness

- Ensure that the child protection policies are known, understood and used appropriately

- Ensure that the child protection policy is reviewed annually in consultation with staff members and procedures 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 uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect
- Liaise with the NSCB and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise

Child protection file

- The Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'concern', 'child protection' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision

Availability

- During term time the Snr Designated Safeguarding Lead *(or a Deputy)* will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Appropriate arrangements will also need to be for any out of school hours' activities in- line with the guidance contained in DfE KCSIE page 16

Head Teacher

The Head Teacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- The Head Teacher will ensure all staff have access to and read:- the Whole School Child Protection Policy; the staff behaviour/conduct policy; NCC HR Staff

Behaviour Policy also known as the Code of Conduct; DfE Keeping Children Safe in Education guidance 2016, Part One, as a minimum

- The Head Teacher will ensure there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2016

Governing Body

The governing body *(and proprietors) 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 2015) as well as with local NSCB guidance and monitor the school's compliance with them
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare
- Recognising the importance of information sharing between agencies. 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 child protection/safeguarding and a Designated Teacher for Looked- After Children is appropriately trained
- Ensuring that all staff read and understand at least Part One of Keeping Children Safe in Education 2016 and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One
- Ensuring that the governing body is collectively responsible for the school's 'safeguarding arrangements'. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities
- The Chair of Governors and Named child protection/safeguarding governors will access role specific training to enable them to discharge and comply with their child protection/ safeguarding responsibilities
- Ensuring there is a training a strategy in place for all staff, including the Head Teacher, so that child protection training is undertaken with refresher training at three yearly intervals. The Snr Designated Safeguarding Lead and all other staff with designated safeguarding responsibilities should receive refresher training at two yearly intervals
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated 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
- Ensuring a response if there is an allegation against the Head Teacher/Principal 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
- Ensuring that appropriate filters and monitoring systems are in place to protect children online
- Ensuring that children are taught about safeguarding online through teaching and learning opportunities
- Ensuring that peer on peer abuse is included in child protection and safeguarding policy, sexting and the school's response is included and different gender issues that are prevalent in peer on peer abuse
- Giving staff the opportunities to contribute and shape safeguarding arrangements and policy
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required
- Ensuring at least one person on any appointment panel has undertaken safer recruitment training
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities

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

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School Head to ensure that the progress of the child is supported

- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the virtual head. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate

Appendix 2

Identifying Concerns

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

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

Staff who regularly come into contact with children are aware of the DfE guidance **What to do if you're worried a child is being abused**

Some of the following signs might be indicators of abuse or neglect:
- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The four categories of child abuse are as follows:

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

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

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

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

Some of the Possible Indicators Could Include:
May be recognised by: Developmental delay, attachment issues, aggressive behaviour, 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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the

internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

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

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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.
A discussion should take place with the Snr 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 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 should never attempt to carry out an investigation of suspected child 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

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

Member of staff, volunteer has concerns about a child's welfare
- Be alert to signs of abuse and question unusual behaviour

Where a child or young person discloses abuse or neglect

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

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

Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care
Have child/ families personal details to hand and be clear about concern/ allegations

Safeguarding concern resolved/no longer held
Support has been agreed, record decision, any follow up actions

Children's Social Care
During Office Hour, Monday to Friday Multi Agency Safeguarding Hub (MASH) Tel:- 0300 500 80 90   If the child is at immediate risk dial 101 and ask for assistance Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Board procedures –
www.nottinghamshire.gov.uk/nscb

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

Unmet needs identified
Decide what actions are needed to support the child

Consult with child/young person, family and relevant agencies: Agree support, refer to NCC LA guidance 'Pathway to Provision' Version 6

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) Tel:- 0115 8041272.
Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047
This flow chart is intended as a brief guide. Please refer to our
Academy Child Protection/ Safeguarding Policy

Appendix 3

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 Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

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

DfE guidance See also the NSCB guidance **www.nottinghamshire.gov.uk/nscb**

Appendix 4

Records and Monitoring

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

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

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

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant.

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

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file exists *(delete as appropriate or a similar and consistent coding that is detailed with in the Whole School Child Protection and Safeguarding Policy).*

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

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.
Our academy Robert Miles Infant School maintains paper 'concern's files or 'child protection confidential' Files. Chronology is password protected on our school server.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always 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 concern file

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

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

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

It is suggested that within a child's 'concern' or 'child protection confidential' file there is:

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

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

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

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

re-activated and indicated as such on the front sheet and on the chronology as new information arises.

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

Recording Practice

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

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision V 6 document.

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

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Appendix 5

INFORMATION/FRONT SHEET

Name:		DOB:	Class/Form:	Ethnicity:
Home Address:			Telephone: e mail:	

Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					

Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO   WHO?

Members of household

Name	Age/DOB	Relationship to child		Home work	Contact No

Significant Others (relatives, carers, friends, child minders, etc.)

Name	Relationship to child	Address		Tel No

Other Agency Involvement

Name of officer/person	Role and Agency	Status of Child i.e. EHAF/CPP/LAC/CiN	Tel No	Date

Appendix 6

Chronology   **CONFIDENTIAL**

Sheet Number:

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

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

Appendix 7

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	**Date and Time (of writing):**	

Name:

……………………………………………….. ………………………………………………………..

Print   **Signature**

Job Title:

Note the reason(s) for recording the incident.

Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?

Professional opinion where relevant (how and why might this have happened)

Note actions, including names of anyone to whom your information was passed.

Any other relevant information (distinguish between fact and opinion).

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

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

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

Appendix 8

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

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

Appendix 9

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record

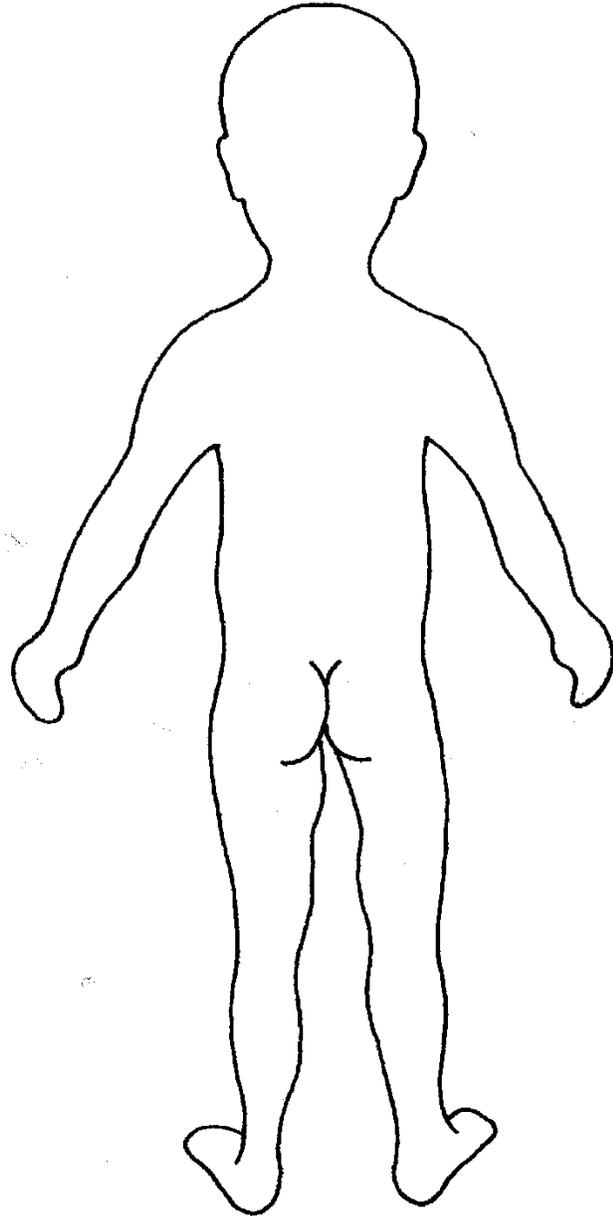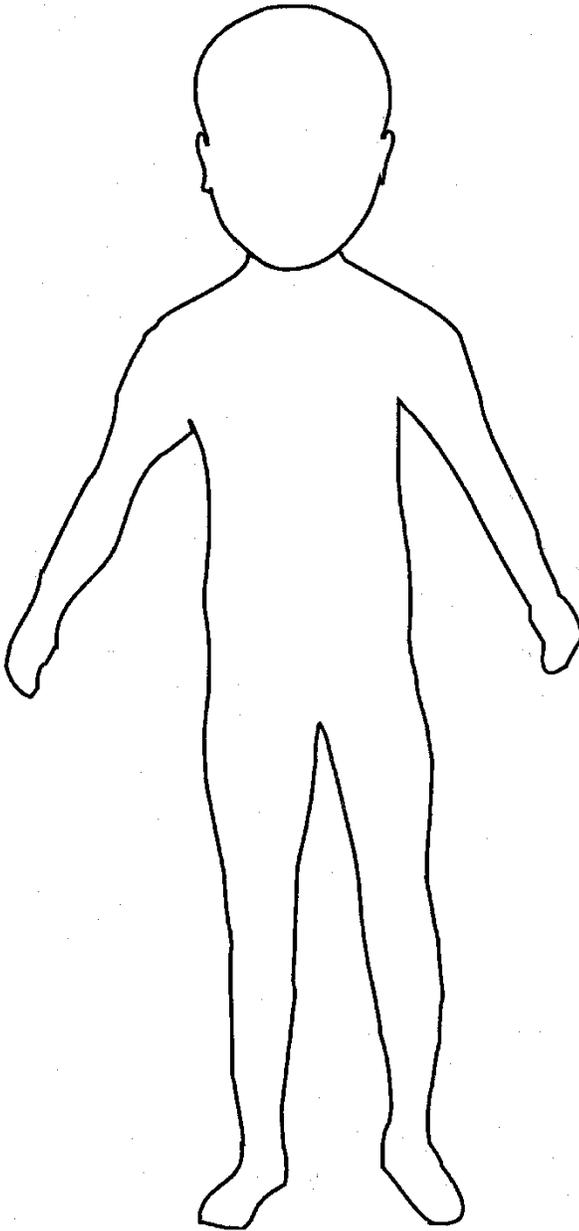A copy of the body map should be kept on the child's concern/confidential file.

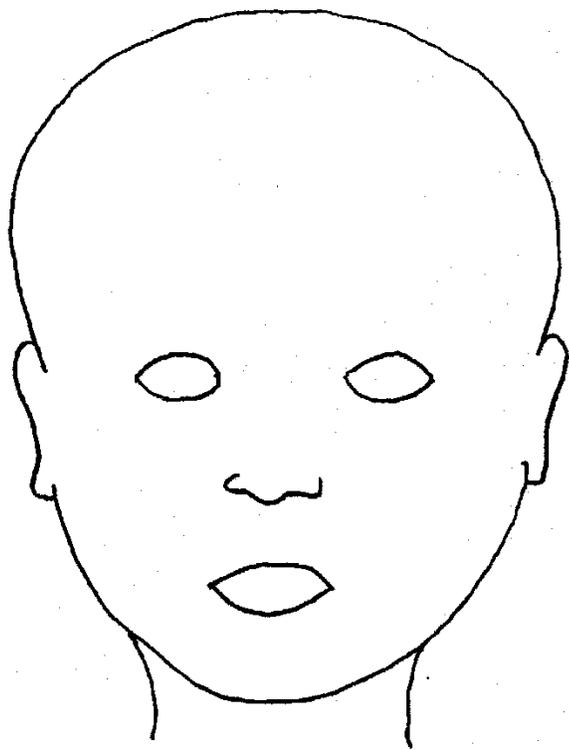# BODYMAP

(This must be completed at time of observation)

Names for Child: _____   Date of Birth: _____

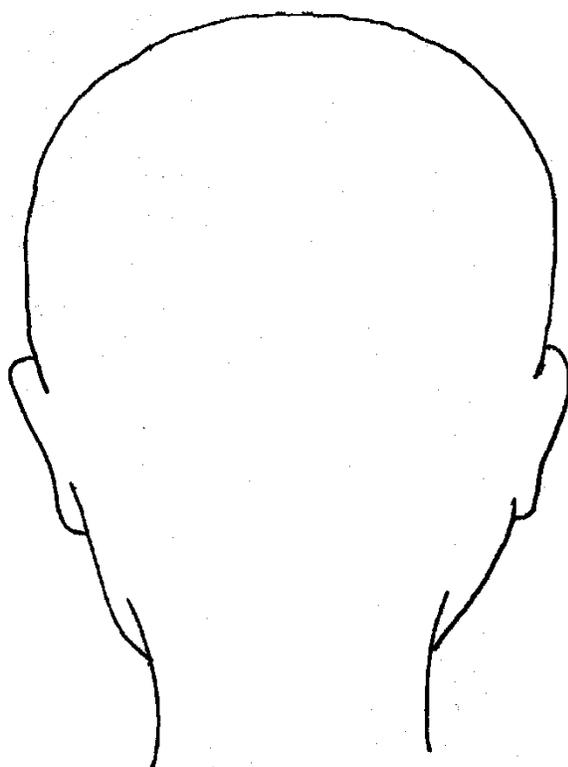Name of Worker: _____   Agency: _____

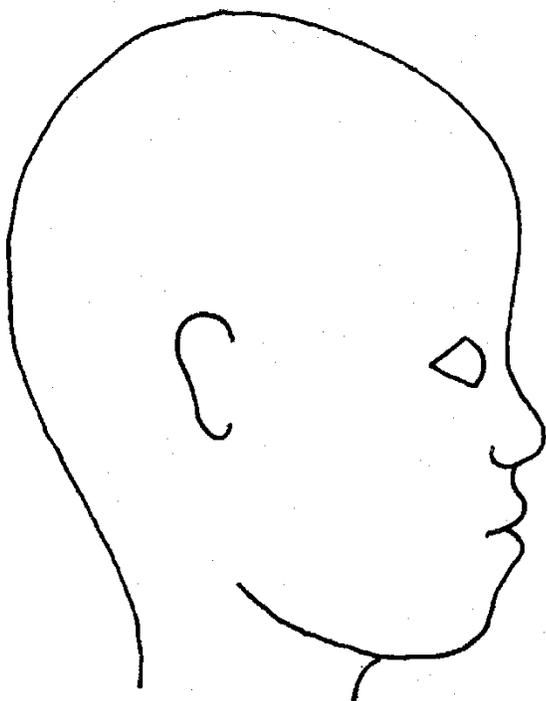Date and time of observation: _____

Name of Child: _____   Date of observation: _____

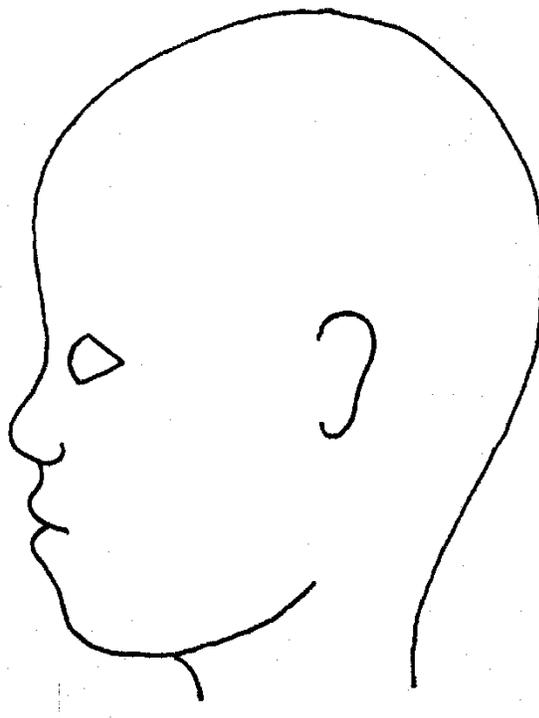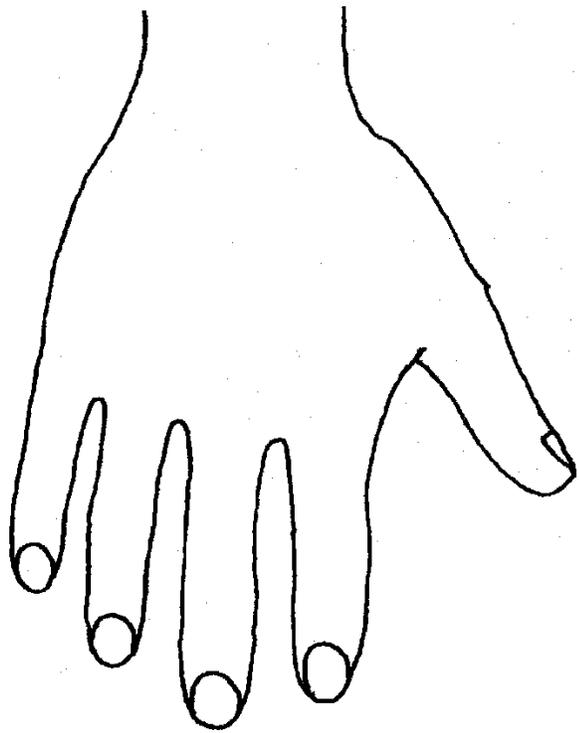**FRONT**   **BACK**

RIGHT   **LEFT**

Name of Child: _____   Date of observation: _____

R
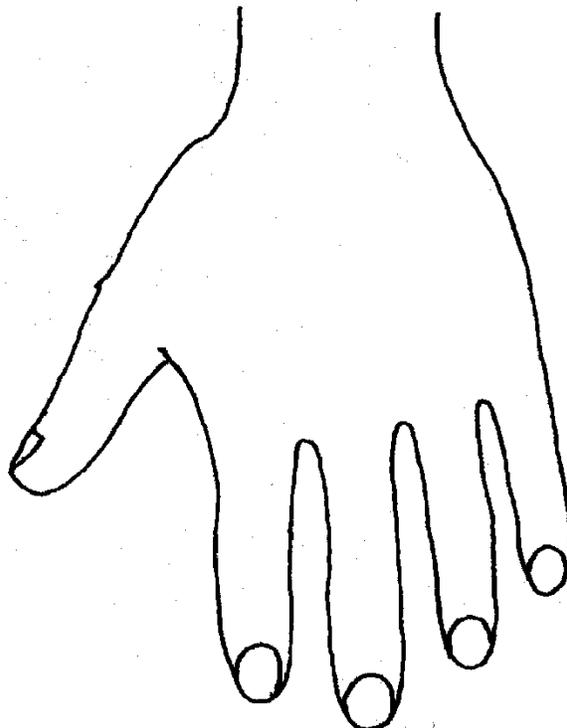
L

BACK
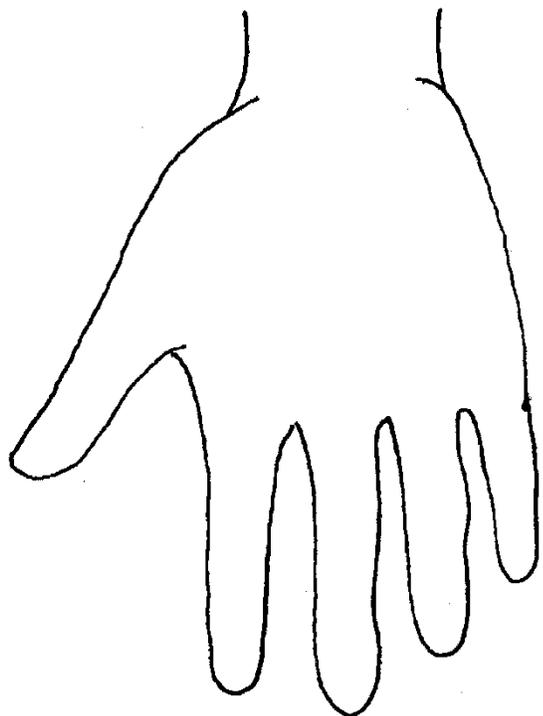
R
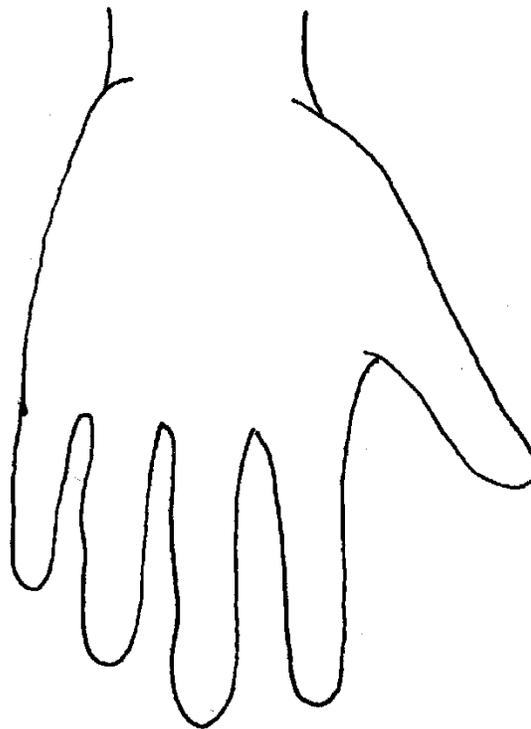
L

PALM

Name of Child: _____   Date of observation: _____
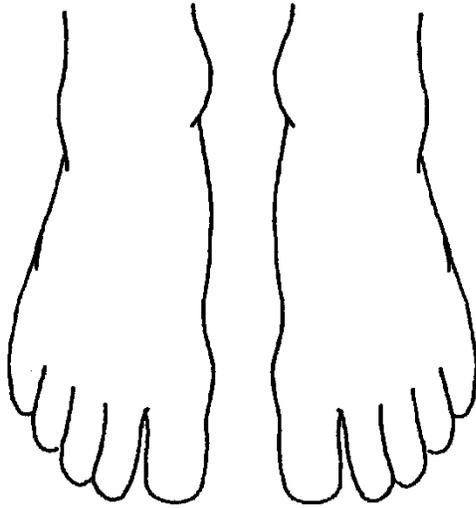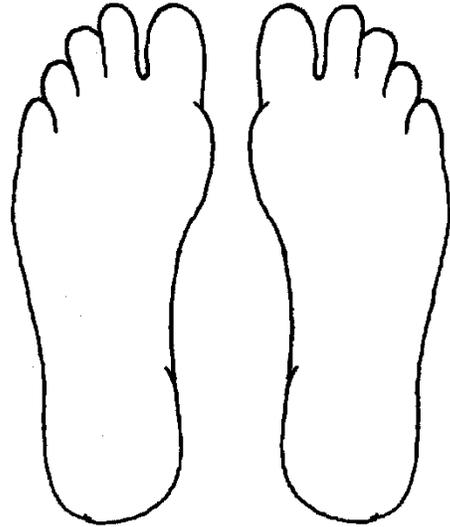
R   **TOP**   **L**   **R**   **BOTTOM**   **L**
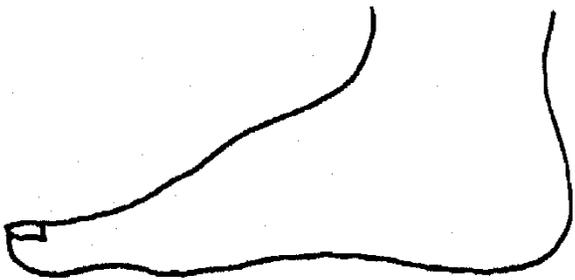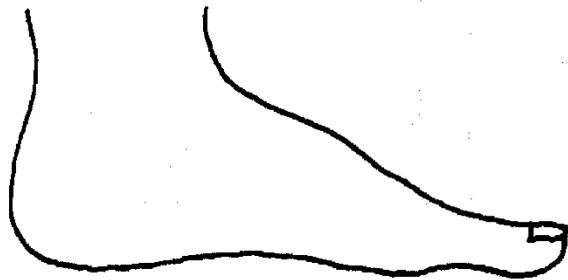
R   **L**

INNER
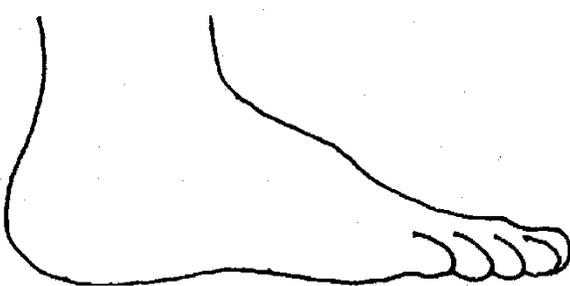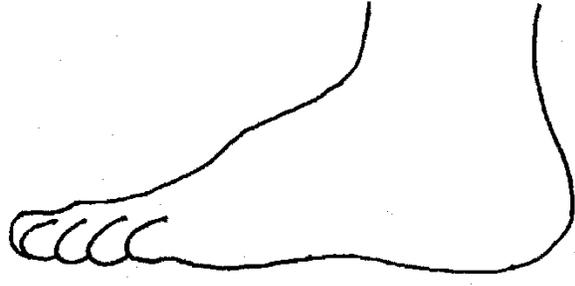
R   **L**

OUTER

Printed Name and
Signature of worker: Date:

Time:

....

Role of Worker

Other information:

Appendix 10

Safeguarding Children Data Base (blank template)

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan CP CIN EHAF SEN	Dates of: Conferences, Reviews and Meetings

Safeguarding Children Data Base (example template)

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
Michael Smith	17-4-1999 7EJ	8 Fair Trade Trumpton Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433 John Newton ISS Tel:- 01623 433433	Child Protection	**ICPC** 28-6-2010 **RCPC** 15- 12 2010 **Core group Mtgs** 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010
Amy Plant	14-10-1999 8PT	9 Lovely Day Rd Camberwick Green Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection Child In Need	**ICPC** 12-11-2009 **RCPC** 23-3-2010 **CiN** 12-5-2010 21-7-010
Neil Brooks	23-7-1995 10KL	22 Sandy Shore Pebbly Beach Tel:- **Respite Care** 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:- Jill Mob:- Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:- Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need Statement of SEN	**CiN** 22-7-2010 **SEN Review** 19-9-2010.

Appendix 11

School Safeguarding Action Plan

Name of School: **Date:**

Completed by:

Aim: Enable the school to carry out their functions with a view to safeguarding and promoting the welfare of children. The following safeguarding areas have been highlighted for improvement:

Safeguarding Area	Safeguarding Requirement	Response	Action Taken	By Whom and Timeline
	.			

Appendix 12

Peer on Peer Abuse

Our *academy* recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. 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:

- o Child Sexual Exploitation (Appendix 16)
- o Sexting or youth produced digital imagery (Appendix 17)
- o Bullying
- o Radicalisation
- o Abuse in intimate relationships
- o Children who display sexually harmful behaviour
- o Gang association and serious violence
- o Technology can be used for bullying and other abusive behaviour (Appendix 18)

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); children who identify as or are perceived as LGBT; or who have other protected characteristics (race, religion).

Research tells is 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) and LGBTQ young people. We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

Appendix 13

Child Sexual Exploitation (CSE) Policy

The a*cademy* adheres to the NSCB procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high profile issue both nationally and locally.

New **Please Note:** In February 2017, the DfE revised the definition of CSE:-
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity
   (a) In exchange for something the victim needs or wants, and/or
   (b) For financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

The *academy* recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our *academy*.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen through various social media and this can still cause significant harm. It can happen though inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

As a *academy* we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

Much of this work will be through our programmes of *personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work*.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted and staff and pupils are vigilant. As part of this children will feel listened to and safe.

Further information is available from the Department for Education:

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Appendix 14 *(determine if this is appropriate for your school / age appropriate bearing in mind the Ofsted Inspection Framework also covers early years)*

Youth Produced Sexual Imagery (Sexting)

Introduction

The *academy* 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.

This policy forms part of our *academy's* safeguarding arrangements and 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 *academy* 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 *academy* is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

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

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
  - Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
  - Consider facts about the children involved which could influence a risk assessment.   Further guidance and questions to consider is in Annexe A, page 25 of UKCCIS Sexting in Schools Guidance 2016
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

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

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the *academy* will generally deal with this matter without involving the police or children's social care although this will be subject to review.

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

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

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

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

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

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

Professional judgement will always be applied.

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

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

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.
Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police

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

Educating Young People

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

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

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

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

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

Helplines and reporting

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

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: NSPCC Sexting
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: THINKUKNOW Nude-selfies-a-parents-guide

- Childnet have information and advice about sexting available on its website: http://www.childnet.com/young-people/secondary/hot-topics/sexting

- Parent Info (http://parentinfo.org/) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images   Childline Zipit Ap
- There is information on the ChildLine website for young people about sexting: Childline information for young people
- The Safer Internet Centre has produced resources called 'Childnet So you got naked online which help young people to handle incidents of sexting

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

ChildLine: www.childline.org.uk   ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH):
http://www.saferinternet.org.uk/about/helpline   Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the UKCCIS Sexting in Schools Guidance 2016

Appendix 15

Online Safety

Our *academy* ensures that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including child sexual exploitation; radicalisation and sexual predation.

Online safety now covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to take into account the increasing mobility of access to digital technology through the range of mobile devices.

Technology often provides a platform to facilitate harm. However, it important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.

Through our Online Safety Policy, our *academy* will ensure that we meet our statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our *school/college academy.* The policy also forms part of our *school's/college's / academy's* protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter Terrorism and Securities Act 2015 which requires our *academy* to ensure that children are safe from terrorist and extremist material on the internet.

Our *academy* will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the *academy's* IT systems and technology that can be used online.

Our *academy* recognises that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

Appendix 16

Prevent Duty and Radicalisation – Revised November 2016

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

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

- Risk assessment (page 5).
- Working in partnership (page 7).
- Staff training (page 7).
- It policies (page 8).
- Building children's resilience to radicalisation (page 8).

We are proactive in our approach and have ensured the DSL has 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, SEND policy, assembly policy, 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.

Appendix 17

Female Genital Mutilation – Revised November 2016

Additional guidance is available on the TETC schools portal and includes information for Honour Based Violence and Forced Marriage.

Guidance Notes for Staff/Governors

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:

<u>You must report this direct to the police in accordance with the mandatory duty</u>.

Appendix 18

Children Missing from Education

Following government consultation on plans to amend CME regulations, changes were made to improve information sharing between schools and LA's to help identify children missing education and help protect to children from potential harm.
https://www.gov.uk/government/uploads/system/uploads/attachment data/file/55-416/Children Missing Education - statutory guidamce.pdf

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 *academy* 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 *academy* are in the School Attendance Flow chart, *which is to be finalised for October 2017*

The flow chart summarises that 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 roll unless we can evidence an agreement with the local authority to do so.

Where a pupil who fails to attend our *our academy* 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 Attendance Flow chart

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with Nottinghamshire County Council in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in Full-time enrolment of 14- to 16-year-olds in further education and sixth-form colleges in 2015 to 2016 academic year - Publications - GOV.UK

The college will also inform Nottinghamshire County Council immediately if that child is removed from roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Children Missing Officer Glen Scruby glen.scruby@nottscc.gov.uk / 0115 8041045

Absence
Robert Miles Infant School has absence policy which can be viewed on our website.

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

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.

School staff will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within school, the Designated Safeguarding Lead will be informed.

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

When a decision has been made to contact the police, the police will require information from the school to assist in locating the child and returning them to a safe environment.

If a child has a social worker or case manager (e.g. early help) then they should also be informed.

Where a child is known to regularly go missing from school, a risk assessment for the child will be undertaken.

For further guidance please see the missing protocol or speak to Nottinghamshire County Council's Glen Scruby, Children's Missing Officer.
glen.scruby@nottscc.gov.uk / 0115 8041045

Appendix 19

Photographing and Videoing of Children in School

At *Robert Miles Infant School* we have taken a sensible and balanced approach to photographing and videoing children on the *academy* site. We have a formal policy around Image Rights and Consents Policy and a copy of the document is available from the *academy* website *and/or* the school office.

Taking pictures and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the school's requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

Further guidance is provided by the Information Commissioners Office on taking photographs in Schools and the Data Protection Act 1998 **ICO: taking photographs in schools**

Appendix 20

Private Fostering Guidance for Schools

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are can be safeguarding issues and children and young people often find it difficult to know who to talk to about their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

> **A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.**
>
> **A private fostering arrangement is <u>not</u> when a child is Looked After by the Local Authority or placed in any residential home. hospital or school.**

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison
- Children sent to this country, for education or health care, by parents who live overseas
- A child living with a friend's family because they don't get on with their own family
- Children living with a friend's family because of their parents' study or work
- Children staying with another family because their parents have separated or divorced
- Teenagers living with the family of a boyfriend or girlfriend
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Nottinghamshire MASH.

What to do if you are aware of a private fostering arrangement:
By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Social Care if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for:

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Lead for afeguarding (DSL).
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Social Care of the arrangement.

If you believe that a private fostering arrangement has not been reported to Nottingham Social Care you should contact them directly:

Nottinghamshire Multi Agency Safeguarding Hub   0300 500 80 90 [Mon-Thurs: 08.30am -5pm, Fri: 08.30-14] Emergency Duty out of hours Team 0300 456 4546

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this Child Protection Policy.

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, the Nottinghamshire MASH Team will arrange for an officer to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person.
This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required. Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

- http://privatefostering.org.uk/
- **'Child Trafficking and Private Fostering', ECPAT UK**

STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES

Links to Safeguarding legislation, guidance and procedures

From a DfE perspective, the school's role in safeguarding children in education is set out in two main pieces of statutory guidance and one advice document. The links to recent statutory guidance are available below.

Note: The following 2 paragraphs will only apply to your individual school/setting:

Maintained schools - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. **Academies, free schools, independent schools, alternative providers of education** - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Non-Maintained Special Schools - Section 157 of the Education Act 2002 and the Non-Maintained Special Schools (England) Regulations 2015.

- **The Teachers' Standards 2012** state that teachers, including head teachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

Keeping Children Safe in Education (2016) KCSiE 2016

- The DfE published its final version of Keeping Children Safe in Education (KCSIE) 2016 in May 2016 and advised it was to be put into effect from 5th September 2016.

Working Together to Safeguard Children (2015) Working Together 2015

- HM Working Together to Safeguard Children 2015, emphasises the duty to work together to safeguard children. This includes schools and has a specific reference for schools on page 55.

What to do if you're Worried a Child is Being Abused (2015) What to do if you're worried a child is being abused

Nottinghamshire Safeguarding Children Board (NSCB)

- The NSCB is an independent board which has responsibility for coordinating the work of agencies within Nottinghamshire to safeguard and promote the welfare of children and for ensuring the effectiveness of that work. It provides safeguarding procedures and guidance, delivers a programme of multi-agency training and monitors safeguarding practice through multi agency audits, case reviews and

performance information. The Board is key for agreeing how relevant organisations co-operate to safeguard and promote the welfare of children, and ensure the effectiveness of what they do. It also provides local practice guidance on child protection issues.

The NSCB website:-**http://www.nottinghamshire.gov.uk/nscb**

Keeping Children Safe in Education 2016 (KCSIE 2016)
The DfE informed they envisage making changes to KCSiE on an annual basis, but have recently advised that this has been held back for the start of this academic year 2017/2018.

There were a number of changes in KCSiE 2016, which required Schools/ Colleges and Designated Safeguarding Leads (DSL's) to upskill their knowledge and understanding of specific areas of child protection and safeguarding work.

From September 2016 this included:-

- New reference to the 'Prevent' duty guidance for schools and colleges

- New reference to safeguarding children who have special educational needs and /or disabilities

- Reference to 'safeguarding policies' being replaced with 'child protection' policies to fit statutory guidance

- New reference to include the risks of peer on peer abuse in the child protection policy

- A requirement for all staff and leaders to receive regular updates on safeguarding at least annually. In Nottinghamshire we advise 'best practice' should include safeguarding updates being provided monthly through staff meetings and insets and through staff notice boards and websites

- There should be a Snr designated Safeguarding Lead (DSL) member of staff for safeguarding available at all times that the school/college/ setting is open for staff to discuss concerns

- Schools and colleges should arrange adequate DSL cover arrangements for any out of hours/ out of term activities

- Reference to ensuring that teachers understand the mandatory duty to report known cases of female genital mutilation (FGM)

- Requirement for schools and settings to have appropriate filters and monitoring systems in place to protect learners from harmful online material

- Requirement to check teachers are not prohibited from teaching

- Strengthening the requirement for checks on individuals who have lived or worked outside the UK

- All schools/ colleges should allow access for children's social care from the host local authority and, where appropriate from a placing local authority

Since September 2016, Ofsted Inspections have refocused on the guidance contained within KCSIE 2016 and looked in detail to ensure the guidance provided is reflected and embedded in the school's every day 'safeguarding arrangements' to keep children safe. This includes probing further to use additional evidence and running an internet check for safeguarding issues as part of the pre- inspection planning.

With this in mind; we advise that your school's child protection and safeguarding policy, should reflect what happens in your school to 'keep children safe,' and inform how your school addresses concerns and incidents when they arise.
Your policy will need to reflect the needs of the children on role. These will differ from nursery, primary, secondary school and college, and it should address and reflect any specific safeguarding issues known within your school or community.

A Whole School Approach to Safeguarding

'Safeguarding and promoting the welfare of children is the responsibility of everyone'
The information below remains as a reminder of what is expected of all those working with children and young people in either a paid or voluntary capacity:

- KCSiE 2016 reinforces that safeguarding and promoting the welfare of children is **everyone's** responsibility, and what is in the **best interests** of the child should be considered at all times. This remains current.

- DfE KCSIE 2016 placed a statutory requirement on the Head Teacher/Principal, Governing Body and Senior Designated Safeguarding Lead (DSL) in each school to ensure that all staff read at least Part One of Keeping Children Safe in Education, and ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of the guidance. All staff should be provided with a copy of DfE KCSIE 2016, and read Part One as a minimum. We advise a signed register of this action should be maintained by the Snr DSL.

- KCSiE 2016 provided more information on early help, including the need for all staff to be aware of the early help process, and understand their role in it. It remains the responsibility of the Snr Designated Safeguarding Lead to support staff members liaising with other agencies and setting up an inter-agency assessment.
  All individual cases of concern should be kept under constant review, and discussed
  with Children's Social Care (MASH) if the situation does not improve.

- KCSiE 2016 highlighted the difference between a 'concern' being held about a child and where a child may be in 'immediate danger or at risk of harm', and what actions should follow in each situation.

- KCSiE 2016 makes clear all staff should be able to raise concerns about other staff members, and concerns should be taken seriously. The Local Authority Designated Officer (LADO) can be contacted for advice. The NSPCC provides a whistleblowing advice and helpline.

- As a reminder: All staff should know how to maintain an appropriate level of confidentiality. Children <u>should not be given promises</u> that information about an allegation will not be shared.

- KCSIE 2016 makes it clear that the Data Protection Act 1998 should not be a barrier to the sharing of information where failure would result in a child being placed at risk of harm – fears about data sharing should not come before safeguarding a child.

- Governing Bodies and Proprietors <u>should have effective</u> 'safeguarding arrangements' in place and be able to demonstrate actions are taken in a timely
  manner to safeguard and promote a child's welfare.

Should a concern arise, doing nothing is not an option, but if unsure 'always check it out' with the Snr Designated Safeguarding Lead, LA Safeguarding Children in Education Officer (SCIEO) or Multi-Agency Safeguarding HUB (MASH)

Specific Safeguarding Issues

<u>All staff should have an awareness of specific safeguarding issues</u>

- Teachers have a statutory duty to report 'known' cases of Female Genital Mutilation (FGM). It was introduced on 31 October 2015. KCSiE 2016 was updated to reflect this duty. If a teacher discovers that an act of FGM has been carried out on a girl under the age of 18 the teacher must report this to the police. There is further guidance on this in KCSiE. Please refer to Multi-agency Statutory Guidance on FGM and NSCB/NCSCB Procedures. https://www.gov.uk/government/uploads/attachmentdata/file/380125/MultiAgencyPracticeGuidlinesNov14.pdf

- KCSiE 2016 includes links to guidance for governing bodies and proprietors around children missing from education. See Appendix 18

- KCSiE 2016 has a strong focus on procedures for peer on peer abuse, including sexting. Specific appendices were added to the whole school policy for child protection i.e. peer on peer abuse and youth produced sexual imagery 'sexting'– see appendices 12 and 14.

The Role of the Designated Safeguarding Lead

- KCSiE 2016 clarifies the role of the Snr Designated Safeguarding Lead (DSL), contained in Annex B. It also confirms there should be one deputy safeguarding lead (it is a matter for individual schools whether there is one of

more deputies and this will often reflect on the size of the schools / college or whether it is a school/college with a split site). <u>All those given DSL status and responsibilities must be trained to the same standard as the Snr DSL</u>. KCSiE 2016 clarifies on page 19 the required cover arrangements for those with DSL status/responsibilities.

- There has been no change to the DSL training. It remains as a <u>minimum every two</u> <u>years</u>, including safeguarding training specific to the Local Authorities, provided via the Local Safeguarding Children Board. It remains a statutory requirement for all those with DSL status to maintain update knowledge and skills to be able to carry out their safeguarding roles and responsibilities to keep children safe.

- As new threats emerge it is vital the DSL is able to work to local and national guidance and ensure all children are kept safe both in and out of schools/college. This may require the DSL to engage more frequently with training and other than at regular intervals but at least annually. The DfE suggest that this can be done through reading e-bulletins, meeting other Designated Safeguarding Leads, or undertaking online training and reading around safeguarding. Nottinghamshire County Council offer opportunities for DSLs to attend 'What's New in Safeguarding', Designated Safeguarding Lead Focus Group, updates through the MASH e-bulletin, reading published SCRs on the NSCB safeguarding website and other specific safeguarding training offered by the Local Authority, NSCB and safeguarding partners, such as police, health, Prevent Teams etc.

Online Safety/Opportunities to Teach Safeguarding

- The concern around online safety is made clear. Governing bodies and proprietors should ensure that appropriate filters and monitoring systems are in place.
KCSiE 2016 Annex C, details the specific guidance. Lorna Naylor, NCC Anti-Bullying/Online Safety Coordinator has produced guidance for schools to support
with online safety and policies. This is available on the TETC schools' portal. This includes templates schools can use covering all aspects of online safety See Appendix 15.

- Governing bodies and proprietors should **ensure** that children are taught about safeguarding on-line through teaching and learning opportunities e.g. in PSHE, SRE and assemblies or workshops. Schools/ Colleges have opportunities available to arrange for guest speakers/ practitioners who have specialisms in these areas to work with the school/college.

Looked After Children

- KCSiE 2016 was amended to reflect the important role of the Designated Teacher and they should aim to work in partnership with the Virtual School Co-ordinator on how funding can best support the progress of a Looked After Child (LAC).

- The Snr Designated Safeguarding Lead should ensure they have details of the child's social worker and the names of the key people who are in the child's life in particular the child's foster carers. The Designated Safeguarding Lead should liaise regularly with the Designated Teacher to ensure a package of support is in place for every LAC child to meet their social, emotional and educational needs. The Designated Teacher has a statutory responsibility to ensure that the educational achievement of individual children who have 'looked after' status is promoted and this person must maintain up to date mandatory training as a minimum.

- The appointment of a Designated Teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies. KCSiE 2016 stipulates in other schools and colleges *an appropriately trained teacher* should take the lead. It would therefore, be 'best practice' on all schools to have in place a Designated Teacher for Looked- After Children.

Safer Recruitment

- KCSiE 2016 makes clear the role of the DSL and emphasises their input to newly appointed staff and those staff on induction. Governing Bodies and Proprietors will need to ensure a proportionate 'risk based approach' is maintained for those staff who are temporary staff or who volunteer and the level of information that is provided to them regarding individual children and families.

- Maintained School Governors are required to have an enhanced criminal records certificate from the DBS. There is no requirement for a barred list check, unless they are also engaged in regulated activity.

Opportunities to Teach Safeguarding

- The guidance clearly sets out that there is a responsibility on schools/colleges to take opportunities to teach children about safeguarding such as child sexual exploitation (CSE). It also highlights some very specific safeguarding areas such as female genital mutilation (FGM) alongside the subject of radicalisation which is a significant issue for schools and other bodies in terms of the Prevent Duty.
  See below for information regarding vulnerable groups.

Nottinghamshire County Council and the Nottinghamshire Safeguarding Children Board (NSCB)

The Nottinghamshire Safeguarding Children Board (NSCB) revise their **Interagency Safeguarding Children Procedures** at least annually

Information for schools/colleges is accessible via the Nottinghamshire County Council website. Some key safeguarding documents are also available via the NSCB website under the NSCB resources for professionals.

Early Help – Pathway to Provision

The threshold for accessing support and service, the **Pathway to Provision Version 6** was updated in March 2017. The purpose of the Pathway to Provision handbook is to support practitioners to identify an individual child's, young person's and /or family's level of need and to enable the most appropriate referrals to access provision
http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision

Vulnerable Groups

KCSiE 2016 is clear that a Child Protection Policy for children with SEN and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities.
Some children and young people may be particularly vulnerable to abuse and harm and the Snr Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available.

To support this links to statutory, national and local guidance are below:-

- Radicalisation: there are new duties and responsibilities on schools and there is a need to be an active partner in both identifying those children who may be drawn into violent extremism as well as responding with colleagues to intervene. **DfE guidance The Prevent Duty** (KCSiE page 55). Nottinghamshire County Council has issued advice which is available on the Schools Portal via the TETC pages. There is also guidance available on the NSCB website. School staff should be able to identify the signs that an individual may be vulnerable to radicalisation and know how to refer concerns on. This would either be the Police via their Prevent Team or the MASH where there was an immediate concern about the safety of a child/ young person. As a minimum the DSL's should have received some face to face training on radicalisation which ideally should be refreshed every two years. The Snr DSL should then act as a point of contact for all other staff members and volunteers in the school/college.
- Child Sexual Exploitation (CSE) 'What to do if you suspect a child is being sexually exploited' **DfE CSE 'What to do' leaflets.** CSE continues to remain within the whole school policy – see Appendix 13.

- Female Genital Mutilation (FGM) **FGM guidance** School staff should be able to identify the risk factors and signs of abuse associated with FGM and be clear about referral pathways.

- Children missing from education, home or care See Appendix 18
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

- Bullying continues to be an important issue **DfE bullying guidance re-issued 2017**
  However, this is now included in peer on peer abuse – see Appendix 15 of the whole school child protection policy.

Training and Professional Development

Regular training and discussion within the school environment continues to be important and should be led by the Designated Safeguarding Lead and their deputy.

Timelines for training:

- Designated Safeguarding Lead: refreshed as a minimum **within every two years** (statutory requirement). DSLs are required to update their knowledge and skills at regular intervals, **at least annually**. The DfE suggest that this can be done through digesting e-bulletins, meeting other Designated Safeguarding Leads, or undertaking reading around safeguarding. DSL training is accessed via the Workforce Development Service via safeguarding.training@nottscc.gov.uk or 0115 97 72253

- Whole school training: to be refreshed **within every three years** as agreed with the Nottinghamshire Safeguarding Children Board. This can be accessed via the Workforce Development Service via safeguarding.training@nottscc.gov.uk or 0115 97 72253. For all staff, additional to whole school training, they should receive safeguarding and child protection updates for example via email, e-bulletins and staff meetings, as required, but **at least annually** to provide them with the skills and knowledge to safeguard children effectively

- Inter-agency training can be accessed via **NSCB Training**

- Face to face safer recruitment training courses can be provided by the **Lucy Faithfull Foundation** They have limited courses for delegates to enrol on, however they will provide a trainer for a day to deliver the training at a cost of approximately   £800.They suggest one school could host the event and the costs shared

  between schools/delegates needing to complete the safer recruitment training

- A further option is the online **NSPCC safer recruitment training** (Cost is approximately £30 and time to complete the course is approximately four hours)

- Nottinghamshire County Council continue to offer Head Teachers and Business Managers training in 'Safer Working Practice'. Expressions of interest can be made to Sophie Spencer, HR business support at: sophie.spencer@nottinghamshire.gov.uk

Schools and Partnerships

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships, and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:-

- **Designated Safeguarding Lead Focus Group:** All schools (State, Academy, Independent and Boarding) are encouraged to become involved with the half

termly meetings which are held around the County and facilitated by the Safeguarding Children in Education Officer (SCIEO)

Aim: To raise awareness of local and national safeguarding practice, procedure, and guidance and hear from guest speakers on specific areas of safeguarding. It also enables both newly appointed DSL's and those with many years of DSL experience to share information and network together. It also enables information to be provided in a face to face forum in respect of new and emerging threats to children and for DSLs to check out any practice issues and share 'best practice examples.

- **Parental E-learning (free): Child Sexual Exploitation** is a high profile issue. Secondary schools and Academies have been asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness and prevention to child sexual exploitation. **PACE** - Schools are asked to promote this learning with parents and carers. Further information can be accessed from the Safeguarding Service Manager (Strategic) based at County Hall

- **NSPCC Speak Out and Stay Safe Programme for Primary School aged Children** is provided free of charge by the NSPCC. The programme aims to support children to gain an understanding of abuse in all its forms (including all forms of bullying) and provides for an ability to recognise the signs of abuse; learn how to protect themselves and know how they can get help. The programme is delivered by trained staff and volunteers from the NSPCC, all with enhanced DBS checks. Contact for this service and further detail is through Emma Grishin, NSPCC Schools Area Coordinator
- email:- egrishin@NSPCC.org.uk or Tel: 07976 065034.

  New **Please Note:** From September 2017, The NSPCC will be offering a new programme adapted for Special Schools and children with SEND. Titled 'Share Aware for SEND', a twilight meeting has been arranged for County Special School's on Tuesday 3rd October 2017 hosted by the Fountaindale School. It will be an opportunity to receive an update on the project and see examples of the resources and learning materials.

- **E-learning for Professionals:** Courses are available for anyone who comes into contact with children and young people to support learning of safeguarding vulnerabilities http://nottinghamshirescb.safeguardingchildrenea.co.uk/

- **Local Authority Anti Bullying Coordinator:** Lorna Naylor provides advice and support to schools regarding anti bullying, cyber bullying and online safety - Tel: 0115 8040808 e-mail lorna.naylor@nottscc.gov.uk

- **Local Authority Physical Intervention Coordinator:** Jon Glover provides advice and guidance on the use of reasonable force and physical intervention – Tel: 0115 8040810
  email: jon.glover@nottscc.gov.uk

- **Child Sexual Exploitation Co-ordinator:** Kirstin Lamb provides advice and learning resources for CSE- Tel**:** 0115 8042896
  email: kirstin.lamb@nottscc.gov.uk

OTHER KEY INFORMATION

Serious Case Reviews and Safeguarding Audit learning

Research and Serious Case Reviews have repeatedly shown the dangers of professionals failing to take effective action.
Poor practice includes: *Failing to recognise, act on and refer the early signs of abuse and neglect; training not impacting on practice; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly and a lack of challenge to those who appear not to be taking action.*

DFE KCSIE 2016 highlights the importance of reflective learning and the need for all staff to be conversant with 'Lessons from Serious Case Reviews' (SCR's). Schools need to continue to learn from SCRs or Learning Reviews, both nationally and locally and adopt 'best practice'. Learning is disseminated locally via the NSCB, the Designated Safeguarding Lead Focus Group, What's New in Safeguarding or via e-mail from key professionals or the NSCB website.

New Please Note: A recent SCR titled SCR15, has highlighted the greater need for confidential files/child protection files to be appropriately maintained and follow on with the child during transition or movement of school/ education provision. A full review is being planned by the SCIEO and further information and Audit guidance will be made available during the Autumn term 2017

NSCB audit of child sexual exploitation (CSE) multi-agency arrangements
The Nottinghamshire Safeguarding Children Board regularly conducts multi-agency audits into CSE which schools contributed to.

New Please Note: In April 2017 A Multi-agency Sexual Exploitation (MASE) group was set up, attended by key agency representatives involved with child sexual exploitation.
The group meets monthly to look at individual cases where concerns remain and little effective change is evident.
The SCIEO is one of the members representing schools/ colleges and education services and who is tasked with liaising with individual children's schools/colleges to collate and disseminate information.
Communication and information sharing between agencies continues to be important as does the early identification of concerns or risk about individual children.
Schools continue to be a key partner in identifying children who are at risk of or being exploited.

Schools/colleges are reminded that if they are unhappy with the handling of the child's case by CSC or other agencies that they should escalate this through the NSCB escalation process.

Ofsted

Ofsted use legislation and statutory guidance contained within The Education Act 2002 Sec 175 and 157 and DFE Keeping Children Safe in Education (KCSIE) 2016 when inspecting schools. Ofsted currently adhere to the Inspection framework within **Inspecting safeguarding in early years, education and skills - Publications - GOV.UK**

In addition Ofsted Inspectors will:-

- Ensure safeguarding judgements are not made solely on the evidence presented, but that inspectors should probe further and use additional evidence.
-
- The lead inspector should run an internet check for safeguarding issues related to the provider as part of the pre-inspection planning.

Appendices within the Whole School Child Protection Policy

In 2016 additional appendices were added such as: - Peer on Peer Abuse; Youth Produced Sexual Imagery (Sexting); Online Safety; Children Missing from Education; and Photographing and Videoing and Children.
Peer on peer abuse, sexting and online safety have been of focus nationally and included in the latest edition of KCSIE 2016. They remain key specific areas of safeguarding that are under-reported and often children and young people find themselves vulnerable and engaged in abusive situations as a result.
Ofsted are clear that schools should have procedures in place to address these areas of concern and will check on this during the inspection process.
Concerns such as; children missing from education, and the photographing of children were included inn2016/2017 due to schools having frequent queries in these areas.
They will remain within this whole school child protection/safeguarding policy template for 2017/ 2018 as supporting information.

Children Missing Education

A reminder to schools that children missing education is an important safeguarding issue. It is important to ensure that children's life chances are not impacted upon by them not receiving their full entitlement to education or not accessing education at all and then potentially falling through the net and coming to harm. Schools should therefore ensure that they make every effort to know the destination school for any child leaving their school. If this isn't known then they should refer the child to the Children Missing Officer Glen Scruby glen.scruby@nottscc.gov.uk / 0115 8041045
A Flow chart is currently being revised and will be available from October 2017

Alternative School Placements/Arrangements

Please note: where pupils regularly attend another institution or alternative education provider for all or some of their provision, schools should ensure that effective procedures for safeguarding are in place.

Nottinghamshire Safeguarding in Education Annual Audit 2017/18 (previously known as the Governor Compliance Checklist)

The Nottinghamshire Safeguarding Children Board (NSCB) and the Local Authority continue to monitor the compliance of schools 'safeguarding arrangements' and how they discharge responsibilities through the annual audit. The Audit should be carried out during the autumn term and signed off during the first autumn term full governing body meeting.
New Please Note: - Nottinghamshire Safeguarding in Education Annual Audit for 2017/18 is available from the NSCB website, Governor Services School Portal, the Safeguarding Portal and the TETC School Portal.

All checklists should be completed by ALL schools/academies/colleges and returned to philip.walmsley@nottscc.gov.uk **by no later than 22nd December 2017**.

An analysis of all data is made during the spring term for a report to be presented to the Local Authority and the NSCB. Please note that no identifying information will be contained within the report.

WHOLE SCHOOL POLICY FOR CHILD PROTECTION TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN

Guidance notes

Introduction

Attached is the whole school child protection and safeguarding policy template, which replaces the version issued during the autumn of 2016. Few amendments have been made due to the short timeline available. The main statutory guidance has not changed as was expected but indications are DfE KCSIE 2016 and HM Working Together 2015 will be revised and replaced in the near future, and will take account of the changes being brought in respect of Local Safeguarding Children Boards. Once the new guidance is published this policy template will be fully reviewed to take into account all the changes but also reflect the changes taking place in schools and local authority.

New **Please Note:** We are also aware many schools and colleges either have or are in the process of purchasing electronic child protection software for recording and reporting child protection and safeguarding cases, such as C Poms etc. In the future the revised whole school child protection and safeguarding policy template will need to take this into account.
We intend to offer schools, academies and colleges an opportunity to be consulted and shape future whole school child protection/safeguarding policy template revision.

Please Note: All content should be read and adjusted according to your school profile, it should mirror your school's 'safeguarding arrangements' and the procedures you have in place to manage, report/refer all child protection and safeguarding concerns.
Please pay extra attention to any italicised text which you may wish to add, alter or delete.

Whole School Policy – Guidance notes

Along with the whole school child protection and safeguarding policy template, you will find various appendices to provide greater clarity and which could be used as an exemplar of what schools/colleges could put on their websites to inform parents/carers. These will require adjusting to mirror your school's 'safeguarding arrangements and the key staff involved in dealing with such areas of safeguarding.

Schools/colleges do not have to use this template but it should be offered by the Local Authority. It is however, a statutory requirement for you to have a child protection policy in place which is shared and fully understood by all stake holders and signed off at the autumn term governing body meeting. It must also be in line with national and local safeguarding requirements and key legislation and guidance and mirror the 'safeguarding arrangements' that you adhere to in your school/college and become embedded into the everyday life of the school/college.
The whole school child protection policy should be accessible to staff, parents and anyone who uses the school/college and is user friendly and robust. We advise that a copy is published on the school/college website and a link highlighted within the school/college admissions brochure/ prospectus.

New **Please Note:** For 2017/2018 we have included a Child Protection/ Safeguarding flow chart with this policy template. 'What to do if you are worried a child is being abused, at risk of harm or neglected' contained within Appendix 2 This is to act as a key tool to advise of the actions that should be taken from the initial disclosure of harm or suspected abuse to the statutory safeguarding agencies being involved. Should schools/academies or colleges wish to adopt it they will need to personalise the flow chart template and perhaps include names and photographs of staff with child protection/ safeguarding roles and responsibilities. The flow chart could be enlarged into poster format to be placed at strategic sites around the school/ college.

Templates and Appendices
The aim of the template is to support the personalisation and application of a whole school policy.
New **Please Note:** Some of the appendices that were in the previous whole school child protection policy template and included 2016/2017 have been removed from this edition, but the guidance and auditing tools can still be accessed through NCC School Portal; located within the TETC, and Safeguarding sections and for NCC HR's templates through NCC HR School Portal.
The whole school child protection/ safeguarding policy template and appendices, along with the NSCB Safeguarding Audit for 2017/2018 will also be placed on the Nottinghamshire Safeguarding Children Board website:
www.nottinghamshire.gov.uk/nscb

Please Note: A full review of the whole school child protection/safeguarding policy template and any appendices will take place during 2018 when we have received the revised DfE KCSIE guidance, HM Working Together Government Guidance and any new safeguarding legislation or guidance that is required.

Files, Recording and Auditing

New **Please Note: It is important to acknowledge that some schools no longer keep paper files and have opted to purchase electronic recording systems, such as C Poms etc. in which case the information below will not be as relevant to you and your school.**

Governing bodies and school leaders have a responsibility to ensure whichever system they choose to adopt is reliable, safe and fit for purpose.

Staff will need to access relevant training to be confidently and competently able to administer the system and its functions for recording and reporting cases of a 'safeguarding' and or 'child protection nature. Staff with designated safeguarding responsibilities, including governors and senior leaders will need to be conversant with

the electronic system to ensure it is fully operational, maintained and suitable to support the schools 'safeguarding arrangements'.

The Head Teacher, if not the Snr Designated Safeguarding Lead, as well as named governors with child protection/ safeguarding responsibilities, will also need to be conversant with whatever system is in place to be able to carry out as a minimum the annual safeguarding/ child protection audits.

Your school child protection/safeguarding policy should stipulate which system you have chosen to adopt.

Please Note: The information below will be most relevant to those schools who maintain paper recording systems/ files

Main School File and the 'Concern file'

The main school file is the standard pupil file which would be the initial repository for information about any pupil. The back section of the pupil file has a 'confidential section', which may be used for all information of a confidential nature but not child protection concerns or involvement of safeguarding agencies.

Where child protection and or safeguarding concerns are raised/ identified, a separate file is required and should be maintained by the Snr DSL as advised below:

A 'concern' file/ child protection file should be commenced in the event of:

- A referral to children's social care.
- A number of minor concerns on the child's main school file which increase the level of concern/risk.
- Any child open to social care i.e. Child Protection (CP)/ Children in Need (CiN), Looked-After Children (LAC).

The decision to commence a confidential 'concern' or 'child protection' file rests with the Snr Designated Safeguarding Lead.

The establishment of a confidential 'concern' file/ ' child protection file', separate from the child's main school file, is an important principle in terms of storing and collating information about children. The information may relate 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 linked to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ, ie a child subject to a child protection plan, looked after or child in need may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement will therefore be an important factor when making this decision and clear links between pastoral staff and designated safeguarding leads in school will be needed.

Having too low a threshold for a 'concern' file may be as problematic as having too a high a threshold.

It is suggested that within a child's confidential 'concern' file or 'child protection file' there is a:

- Front sheet
- Chronology
- A record of concern in more detail and body map where appropriate
- A record of concerns and issues shared by others
- Any copies of referral documentation
- Any legal letters or copies of correspondence of a safeguarding or child protection nature

Please note: that whilst the particular 'name' given to the file, i.e. 'concern' or 'child protection', is a matter for the school, but should reflect and inform of the serious nature of why a separate confidential file has been put in place. A 'concern' file would contain information which is of a lower threshold than that of a child who is an open case to social care and safeguarding agencies because of being at risk of abuse or harm. When lower concerns escalate into more serious concerns or/ and where evidence is held that the child is at risk of abuse or harm; a 'child protection file' will be required and maintained according to NSCB guidance and only accessible to those with designated safeguarding responsibilities.

Recording on a Child's File

The importance of clear and concise recording on a child's file cannot be underestimated and there is guidance in the appendices of the whole school policy. It is important that staff understand why accurate and quality records are important and why relevant information should be shared between professionals.

Where a separate concern (formerly child protection) file is maintained, it is important that the child's main file notes this through a red C written on the top right hand corner of the file. Another type of coding can be used as long as it is widely known and understood within the staffing group and consistently used.

It is also important for schools to recognise that their files will be subject to external scrutiny, for example through the Serious Case Review process or Ofsted.

Access to a Child's File

Pupils have a right to access their educational record and so do their parents under the Education (Pupil Information) (England) Regulations 2005. Under the Data Protection Act 1998 a pupil or their nominated representative has a right to see information held about them. This right exists until the point that the file is destroyed. This includes access to the Concern File. However, in deciding what information to supply in response to a Subject Access Request, schools need to have regard to the general principles about exemptions
from subject access.
Examples of information which (depending on the circumstances) it might be appropriate to withhold include:
- information that might cause serious harm to the physical or mental health of the pupil or another individual;
- information that would reveal that the child is at risk of abuse, where disclosure of that information would not be in the child's best interests;
- information contained in adoption and parental order records; and certain information given to a court in proceedings concerning the child.

Schools should also be mindful to consider third party information. Records such as health and social care records should not be shared without the originator's permission.

Case Record Audit

Please Note: We continue to encourage <u>all schools/ colleges</u> to complete the annual spring term case record audit. This evidences and confirms 'best practice recording' being in place. It can also identify any shortfalls that require actioning. The 'case record audit' and guidance arose out of a local serious case review. Nottinghamshire Safeguarding Children Board has recently undertaken a further Serious Case Review, known as SCR15. SCR15 identified further concerns regarding child protection/ safeguarding recording and file transfer and highlighted it as a factor for <u>'lessons needing to be learnt'</u>.

To support the outcomes from SCR15 the Case Record Audit tool and guidance will be reviewed in more detail and shared with schools/colleges during the autumn term 2017, for implementation in spring 2018.

The completion of the 'Case Record Audit' if carried out in the spring term, should then be recorded within the annual 'Nottinghamshire Safeguarding in Education Audit' before being signed off by the Governing body during the autumn term.

New **Please Note:** The 'Case Record Audit' is also currently known as the 'Child Record Audit' and appears in Question 20 of 2017/2018 Nottinghamshire Safeguarding in Education Annual Audit form and its respective guidance.

As this Audit is currently under further review it is not in this year's accompanying Appendices.

Further information will be shared with all schools, academies and colleges during the autumn term 2017 for use/ implementation in spring term 2017

Transfer of Concern/Child Protection File

When children leave a school or college through either transfer or transition to another school or education provider the Snr Designated Safeguarding Lead (DSL) <u>should ensure</u> their 'concern'/'child protection' file is transferred to the new school or college as soon as possible, ideally at the same time as the child goes off roll. The 'concern'/'child protection' file <u>should be transferred separately from the main pupil file, ensuring secure transit and</u> <u>confirmation of receipt should be obtained</u>. It is advised, wherever possible, for the file to be hand-delivered to the receiving Snr Designated Safeguarding Lead, ensuring a discussion takes place before the child goes on roll, to ensure all necessary safeguards are in place and the child is aware of who will be available to support them.

Transferring of schools at key stages is often a difficult or anxious time for most children. For children with child protection or safeguarding concerns/ needs this can be increased through the nature of what may be happening in the child's life and within the family.

Those with designated safeguarding roles and responsibilities should ensure wherever possible the child feels able to voice any concerns or share information with a member of staff. It would be advisable wherever possible for the child to be offered a mentor or 'key person' who they can go to for support.

If there is any ongoing legal action when the child/ young person is leaving or transferring to another school this must be shared fully with the Snr DSL at the receiving school i.e.

A child being on a Child Protection Plan could also be considered as 'legal 'action'. Custody of any legal documentation and responsibility for subsequent actions then passes to the School that the child/ young person transfers to. School should not retain copies of information or legal documentation unless it complies with any retention policy of the individual school.

New **Please Note:** This guidance along with the child protection policy template will be extensively reviewed and revised as soon as the Government and DFE publish the next edition of DFE Keeping Children Safe in Education and HM Working Together to Safeguard Children or other statutory guidance which will inform on roles, responsibilities and practices to be brought into place and action.

Contacts
If you have any queries regarding the attached advice, guidance or policy template please contact:

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