



**Crossdale Primary School  
Whole School Policy for Child Protection  
to Safeguard and Promote  
the Welfare of Children**

**Adopted : Autumn 2019**

**Review : Autumn 2020**

**Signed.....(Chair of Trust Board)**



## Local Child Protection and Safeguarding Policy and Practice Guidance

**Nottinghamshire County Council and the Nottinghamshire Safeguarding Children Partnership (NSCP).** The Nottinghamshire Safeguarding Children Partnership (NSCP) revise their [Interagency Safeguarding Children Procedures](#) at least annually.

**NSCP website link:** <https://www.nottinghamshire.gov.uk/nscp>

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

### **Early Help – Pathway to Provision**

The threshold for accessing support and service, the [Pathway to Provision Version 8](#) was updated in March 2019. 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>

### **Specific safeguarding issues that link to children becoming vulnerable to abuse, risk and safeguarding concerns**

It is essential for those in leadership roles and with designated safeguarding responsibilities to ensure their knowledge and safeguarding skills are kept up to date, so as to be able to support all staff and children. However, all staff should have an awareness of specific safeguarding issues.

*Please see Appendix 5 (KCSiE 2019 paragraphs 18 – 40 and Annex A for 'Vulnerable Groups and links to statutory, national and local guidance.') for revised information and guidance provided by Nottinghamshire County Council Officers in recognition of the revisions made to KCSiE 2019.*

## INTRODUCTION

Crossdale Primary School recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy framework will be reviewed by the CEO, the Admin Manager and the Trust BoD. The completed policy for school will be reviewed by the SNr Designated Safeguarding Lead and the LGB.

Date of last review: September 2019

Date of next review: September 2020

Role	Name	Contact Details
Designated Governor for Child Protection/Safeguarding	Kirsty Sharman	Via Catherine Cox, Trust Administration and Governance Manager 0115 9143211
Snr Designated Safeguarding Lead	Peter Cresswell	0115 9748088
Deputy Safeguarding Lead	Fru Westmorland Sam Seedhouse ( <i>on maternity leave until feb 2020</i> )	0115 9748088
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)	Outside of office hours	0300 500 80 90
Emergency Duty Team (Children's Social care)		0300 456 4546

If you have a safeguarding concern related to a member of staff, it must be reported to Peter Cresswell, executive headteacher on 0115 9748005 or 9748088, immediately.

If your safeguarding concern is related to the headteacher, you must contact Philip Palmer, CEO, Equals Trust on 0115 9143211, immediately.

## **Crossdale Primary School**

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2019 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

### **Child Protection and Safeguarding Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be 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/ member of **Equals Trust** and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

#### **Safeguarding children is defined as:**

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

#### **Safeguarding and promoting the welfare of children is defined as:**

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

NB. Definition: 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.
- Keeping children safe from risks, harm and exploitation: KCSiE 2019 Annex A.

**Safeguarding can involve a range of potential issues such as:**

- Neglect, physical abuse, sexual abuse and emotional abuse.
- Contextualised abuse.
- Bullying, including online bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Peer on Peer abuse.
- Racist, disability and homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation and human trafficking.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2019 Part Five pages 65 to 68).
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence (County Lines).
- Serious Violence (KCSiE 2019 para 29).
- Particular issues affecting children including domestic violence, female genital mutilation and honour-based violence and forced marriage.
- 'Up skirting'- a criminal offence from 2019 (KCSiE 2019 para 27).

Please see related individual school policies including Staff Behaviour/Code of Conduct Policy, Safer Recruitment Policy, Allegations Against Staff, Complaints, Children Missing in Education, Behaviour, Bullying, Equality, E-Safety. Also Appendix 5 for KCSiE 2019 paragraphs 18 – 40 and Annex A for 'Vulnerable Groups and links to statutory, national and local guidance.'

Our school and Trust ethos demonstrates 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 Equals Trust will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school is led by senior members of staff and governors whose aims are 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 who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

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

Staff, supply staff and volunteers receive appropriate safeguarding information on a regular basis, including how to report concerns or disclosures. Information is included in a staff induction and Code of Conduct.

The Snr Designated Safeguarding Lead (DSL), who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies according to this policy and NSCP provision.

## **Our Child Protection Policy**

### **There are five main elements to our policy:**

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

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

### **The school will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school who 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 curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
  - 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.
  - Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- We will 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 2019 Part Four Pages 53 to 64), and the NSCP local multi-agency procedures.
  - Provide first aid and meet the health needs of children with medical conditions
  - Ensure school site security.
  - Address drugs and substance misuse issues.
  - Support and plan for young people in custody and their resettlement back into the community.
  - Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
  - Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2019 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.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2019 Annex B).
- 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, supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection 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 for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely on an electronic management and recording system, for example CPOMS.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns 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:

- Developing the content of the curriculum, our assembly program, information on the school website and our emotional health support scheme.
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our *school*.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 8, published in March 2019), 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 have 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 and fully supported.

### **Safe Staff and Supporting Staff**

- The leadership team, LGB and Equals Trust will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2019 Part Three and advised by EQT HR Services policy and practice guidance.
- School leaders, staff and members of the LGB will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service. (NCC direct schools to the NSPCC Safe Recruitment online course) and a module on 'EDUCARE' provided by EQT.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2019 Part Two and maintains a Single Central Record, which is reviewed regularly and updated in accordance with KCSiE 2019 paras 148 to 155.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices through the Staff Code of Conduct and Induction, before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the CEO of Equals Trust will be informed without delay, who will in turn contact the chair of the LGB. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service.
- 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
- All new employees will be appropriately inducted to their role through the Staff Code of Conduct and induction Policy.

## **Roles and Responsibilities**

### **All staff and volunteers**

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

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by ensuring there is an awareness of risks pupils could be subject to and clarity for all regarding how concerns are listened and responded to. All staff are encouraged to report any concerns to the designated safeguarding lead or their deputy.

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.

The school employs a teaching assistant who is trained in counselling and has completed training in Emotional Literacy Support. Children are encouraged to discuss their worries in a supportive environment with children referred to the specialist teaching assistant if on-going support is required.

The school prioritises a warm relationship with families with an open door to parents to raise concerns, whether they be inside or outside of school. The school signposts support services and can refer families for early help from the Local Authority and NHS services. The school operates an integrated approach to these agencies, working closely to implement intervention programmes.

### **Safeguarding Training**

All our staff are aware of systems within Crossdale Primary 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 2019 Part One.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff 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 or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

## **Staff responsibilities**

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

### **To achieve this, they will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2019 Part One.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

### **Senior Leadership/Management Team responsibilities:**

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2019 para19 to 24), and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help (*KCSiE 2019 paras 26 to 30*)
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.

- Carry out tasks delegated by the LGB and EQT such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2019 Part Four), Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

### **Teachers (including NQTs) and Headteachers – Professional duty**

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

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

### **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.

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

### **The Senior Designated Safeguarding Lead is expected to:**

#### **Manage Referrals**

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

## **Work with others**

- Liaise with the headteacher/principal (where the Snr Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2019) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- 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 2018 and the local Nottinghamshire Safeguarding Children Partnership 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 or data base 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 NSCP's Pathway to Provision Version 8, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Understand the reporting requirements for FGM.
- 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 NSCP and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.

### **Child Protection file**

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

### **Availability**

- During term time the Snr Lead or other for Designated Safeguarding, will always be available during school for staff in the school or college to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2019 para 61 to 67 and Annex B.

### **Headteacher**

#### **The Headteacher of the school will ensure that:**

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- The *school*, has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff have access to and read and understand the requirements placed on them through: - the Whole School Child Protection Policy; the Staff Behaviour/Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2019 Part One.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2019). If the allegation is against the Headteacher/Principal then the CEO who will inform the LGB and manage the allegation.

## Governing Body and Multi- Academy Trusts

**The governing body and board of EQT, 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 in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2019 Part Four, Working Together to Safeguard Children 2018 and the recently published HM Government guidance Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appropriately trained.
- Ensuring that all staff and governors read and fully understand at least KCSiE 2019 Part One as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2019 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated 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 that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the headteacher/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.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the school has the training and resources to manage any concerns or incidents harmful.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training when interviewing.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the *school* and be available to act decisively upon them.

### **Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead**

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. 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.
- We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our *school* pastoral system. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.



## Care Leavers

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

## Identifying Concerns

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

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

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

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

**The four categories of child abuse are as follows:**

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

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

**Some of the Possible Indicators Could Include:**

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

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection 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.

**‘Up skirting’** is now a criminal offence and sits within the category of Peer on Peer Abuse (see separate policy) (KCSiE 2019 para 27 and page 89)

**Definition:**

Up skirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. ‘Up skirting’ will be addressed in line with the ‘Peer on Peer Abuse’ policy.

**Contextualised Safeguarding** (KCSiE 2019 para 32)

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school. These include:

- Child Sexual Exploitation – CSE.
- Radicalisation and Extremism.
- Criminal Child Exploitation – CCE.
- Serious Youth Violence - County Lines.
- Human Trafficking.
- Harmful Sexual Behaviour – HSB.

All our staff, but particularly our Designated Safeguarding Leads (DSLs) will consider the context within which such incidents and or behaviours occur. We recognise this is known as ‘contextual safeguarding’ and will consider by assessing whether wider environmental factors are present in a child’s life that threaten their safety or welfare. In such cases we will operate the same procedures outlined in this policy, including the recording of them and we will work with safeguarding agencies and support the child and family as part of any referral process.

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

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

All our staff are aware they must **always act in the ‘best interest of the child’** and report or refer concerns in accordance with our school, policies and procedures.

**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 disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- addressing individual behaviour concerns and incidents considering the child’s SEN and disabilities.
- Additional arrangements for safeguarding can be found in the school Policy for SEND and additional policies: Physical Intervention, Managing Complex Health Care Needs, Intimate Personal Care, Supporting Pupils at School with Medical Conditions.

**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 will 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 directly in an emergency.

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.**

## **Confidentiality**

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

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

The Headteacher 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.

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

## Information Sharing

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

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

- *DfE KCSiE 2019 para 76 to 83*
- *HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

## Records and Monitoring

Equals Trust Primary Schools use CPOMs to record any concerns about a child 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. Records are all dated automatically on CPOMS and linked to the person who recorded the information and who this information has been shared with.

**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 on CPOMS is used in accordance with recording guidance to record injuries or marks or if recorded on a paper copy of a Body Map, scanned on to CPOMS**

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

A chronology will be kept on CPOMS linked to the child prior to the commencement of a concern file. All staff through CPOMS will record any minor concerns and this will link to the Designated Safeguarding Lead. Where concerns are being noted which relate to safeguarding this is flagged as a Safeguarding Concern on CPOMS.

Should the number of concerns rise or, in their professional judgement, become significant then at the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file and flagged on CPOMs as a Child Protection File. These children are monitored closely by the DSL team.

Safeguarding, child protection and welfare concerns that are recorded on paper (letters etc) will either be scanned into CPOMS or recorded and kept in a separate secure pupil 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 . The child will also be flagged on CPOMs and Scholarpack as having a Confidential File. ( Red C on Scholarpack ).

Where documentation is kept in a separate paper file, it will be referenced in CPOMS to ensure all information is readily accessible in the event of any concerns. 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.

At school we use CPOMs to ensure all concerns are logged chronologically. We have ensured that all aspects of CPOMs recording meets the requirements of the documentation for recording concerns about children and that Governors are satisfied that it is robust, secure and appropriate. (See appendix 2)

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

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

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

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

It is suggested that within a child's 'child protection' or '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 electronic 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 recorded on CPOMs or scanned to CPOMs to the child's file as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

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

Where children leave the school we will ensure their confidential/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. Those schools and colleges that use electronic case record management systems should continue to have good dialogue between the Snr Designated Safeguarding Leads to ensure children subject to child protection and safeguarding concerns are well supported. and any transition arrangements or change of school and or education provision should be seamless. If a child is moving to a school which uses CPOMs their information will be transferred electronically. If the school does not use CPOMs all records are downloaded and transferred as detailed above.

### **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 child's record on CPOMs. If paper copies of concern sheets are completed or paper copies of Body Maps these will be scanned on to a child's file on CPOMS **NB There are templates attached within the appendices, which include a record of concern disclosure sheet and body maps and guidance.**

More detailed recording is on the child's file on CPOMs which automatically stores and dates who made the notes, any analysis and follow up actions and who this information is shared with. The analysis will take into



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 Version 7 document published March 2018.

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

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

### **Educating Young People** (KCSiE 2019 para 89)

As a school 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, RSEHE programme and through 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 <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- 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 <https://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 <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing

channels. Likewise If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

We would hope that we are always open to discussing concerns and finding solutions which ensure children are kept safe.

**The following appendices are a part of this policy:**

**Appendix 1** NCC LA Flow Chart 'What to do if you are worried a child is being abused

**Appendix 2** Template: How concerns are recorded on CPOMs

**Appendix 3** Template: Logging a concern about a child's safety and welfare

**Appendix 4** Template: Body Maps Guidance and Body Maps

**Appendix 5** KCSIE 2019 paragraphs 18 – 40 and Annex A for 'Vulnerable Groups and links to statutory, national and local guidance.'

## Appendix 1

### 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/nscp](http://www.nottinghamshire.gov.uk/nscp)

**Out of hours Emergency Duty Team**  
5.00pm – 8.30am  
Tel 0300 456 4546  
**NSPCC Whistle blowing Tel:**  
**0800 028 0285**

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

**Consult with child young person, family and relevant agencies:**  
Agree support, refer to NSCP guidance 'Pathway to Provision' Version 8

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

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

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

## Appendix 2

### Note on current record keeping practice

School uses CPOMs (online safeguarding record keeping system) for recording concerns and keeping concern files. Below show illustrates how CPOMs is used to record concerns and mirror the expectations of the Child Protection Policy

Expectation	School's practice using CPOMs
Any concern about a child will be recorded in writing within 24 hours	Any concern about a child will be recorded on CPOMs within 24 hours
Records [of concerns] will be signed and dated	Records are dated automatically when entered onto CPOMs and are digitally signed by the user's log on. Any edits made are recorded and also dated/digitally signed
At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.	The chronology will already be on CPOMS in a child's confidential file
...a separate secure file known as a 'concern' file which will be securely stored and away from the main pupil file.	Confidential files are all stored securely on CPOMs.
<p>It is suggested that within a child's 'concern' or 'child protection confidential' file there is:</p> <ul style="list-style-type: none"> <li>• A front sheet</li> <li>• A chronology</li> <li>• A record of concern in more detail and body map, where appropriate</li> <li>• A record of concerns and issues shared by others</li> </ul>	All this information is in the CPOMs file. The Overview page for a child with a concern file provides all required information. This gives a simple chronology of services involved and a record of when the case was opened and closed to social care and the status of the folder e.g Child Protection, Confidential, Child in Need etc. The detailed record is held in the child's file on CPOMs which reflects all entries made by different adults and who the file has been shared with
Information/Front Sheet	All this information is available from the Overview of each child's CPOMs file. An example follows this table.
Chronology	The CPOM file for each child serves as a Chronology. This can be viewed via incidents only or full details of each incident.
Logging a concern about a child's safety	All staff have access to paper concern forms in case they are not able to log onto CPOMs. Other concerns are logged straight onto CPOMs. If a concern sheet is used it will be scanned and uploaded to the child's CPOMs file Appendix 3
Logging concerns/information shared by others	All concerns logged on CPOMs and you are able to see who the concern has been shared with and when a

	concern is assessed by a DSL and their comments are noted as an action in the child's CPOM file.
Body map	A body map is included on the CPOMs incident logging page. For more detail staff can use this appendix and then scan in. Appendix 4
Safeguarding Children Data Base	We can download from CPOMs children with safeguarding concerns, Child Protection files and whether they are currently opened or closed.

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	

## Appendix 3

Part 1 (for use by any staff)

<b>Logging a concern about a child's safety and welfare</b> Note the reason(s) for recording the incident.
<b>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?</b>
<b>Professional opinion where relevant (how and why might this have happened?)</b>
<b>Note actions, including names of anyone to whom your information was passed.</b>
<b>Any other relevant information (distinguish between fact and opinion).</b>
<b>Name:</b> ..... <b>Print</b> <span style="margin-left: 200px;"><b>Signature</b></span> <b>Job Title:</b>

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))

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

## **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 eg 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)

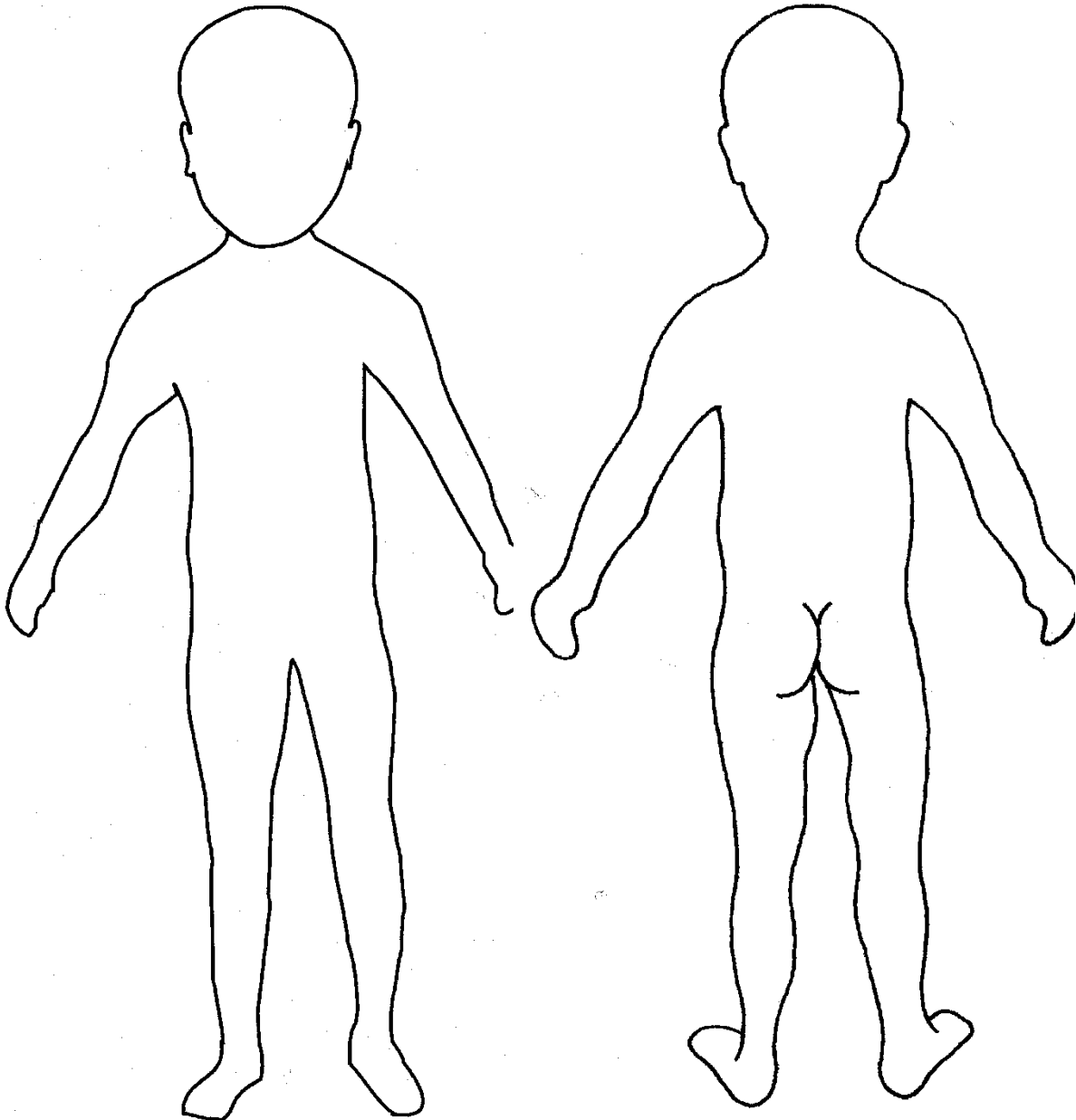
Names for  
Child: \_\_\_\_\_

Date of  
Birth: \_\_\_\_\_

Name of  
Worker: \_\_\_\_\_

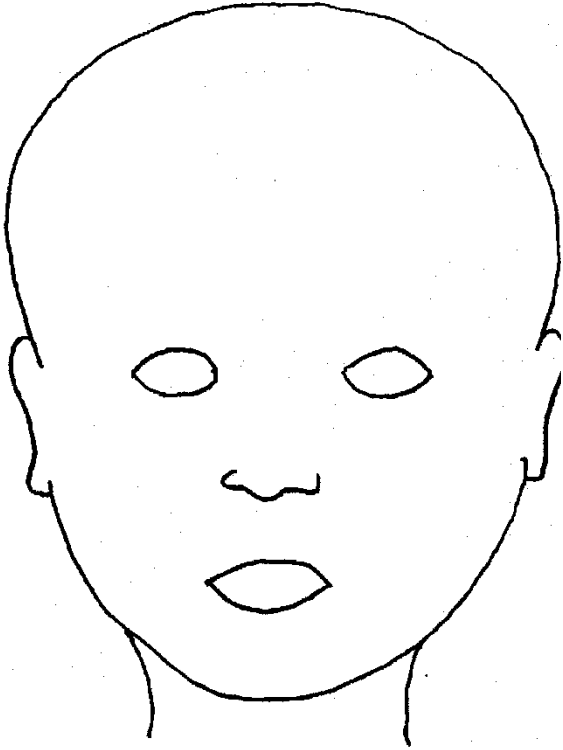
Agency: \_\_\_\_\_

Date and time of  
observation: \_\_\_\_\_

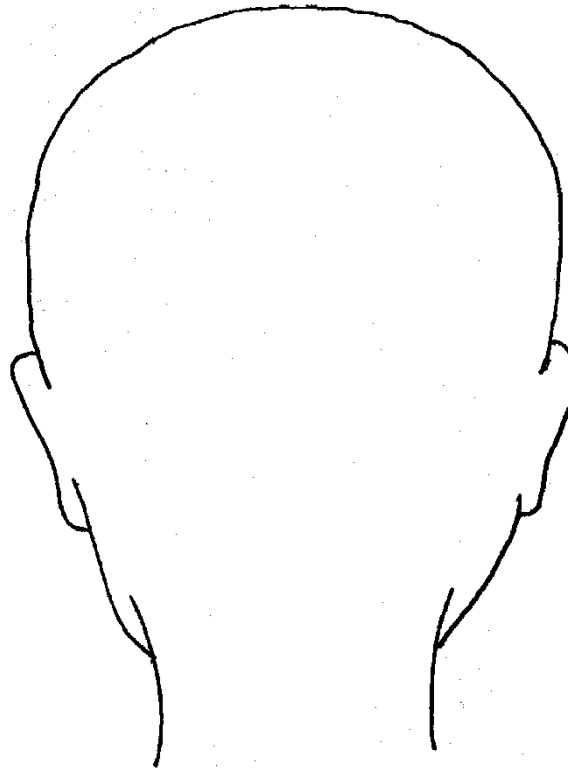


Name of Child: \_\_\_\_\_

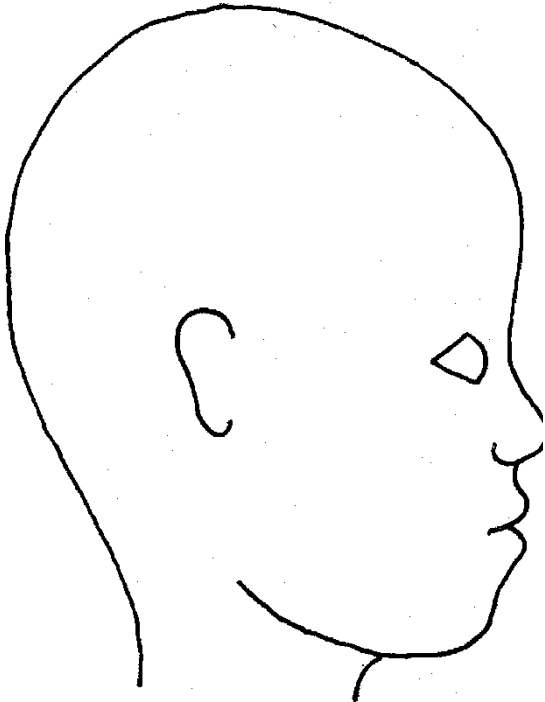
Date of observation: \_\_\_\_\_



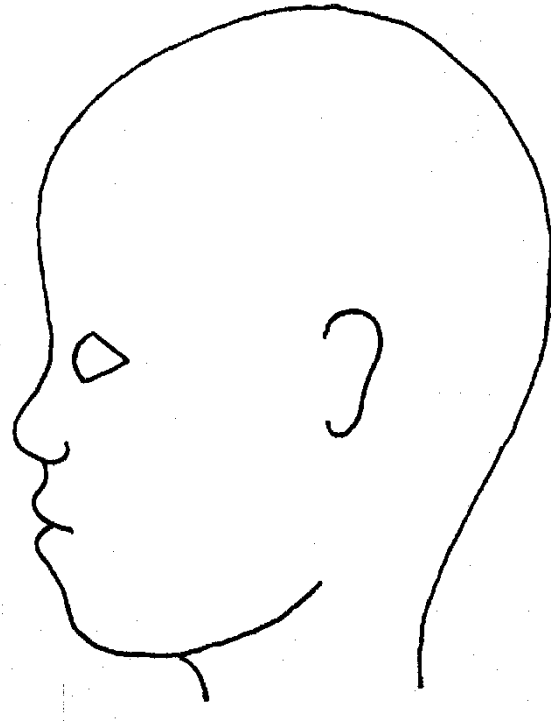
**FRONT**



**BACK**



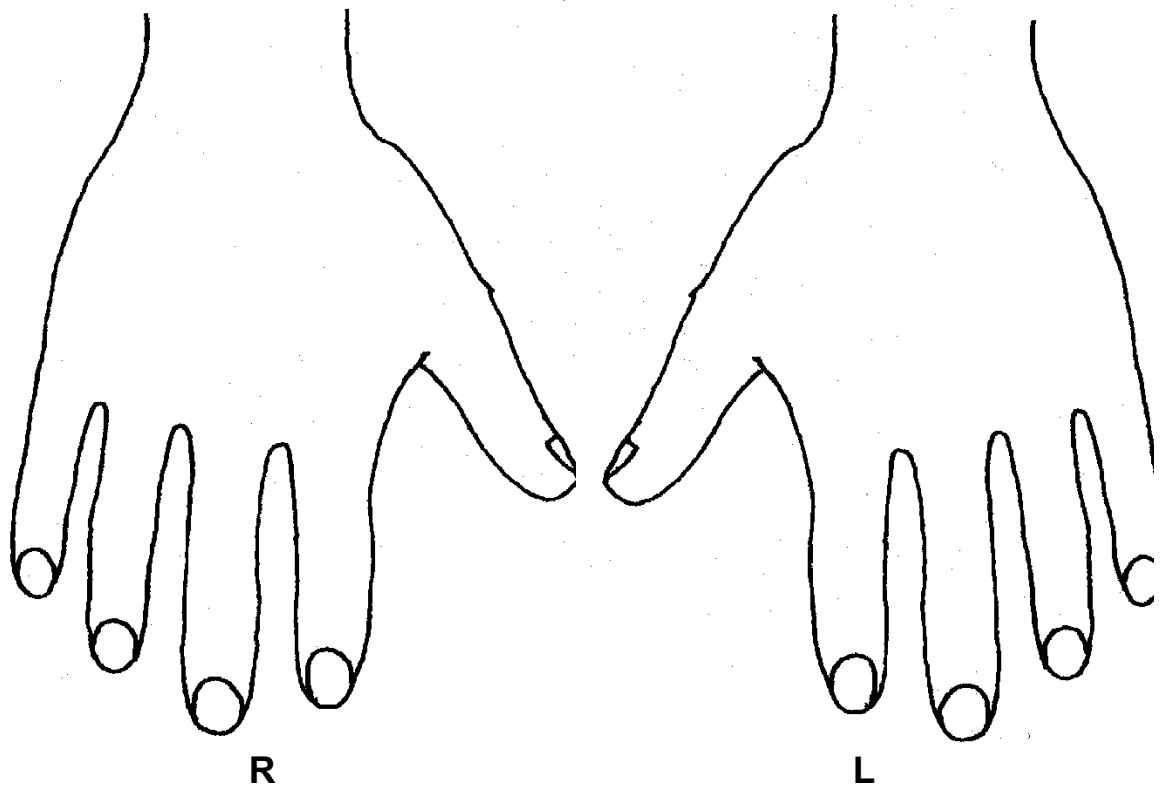
**RIGHT**



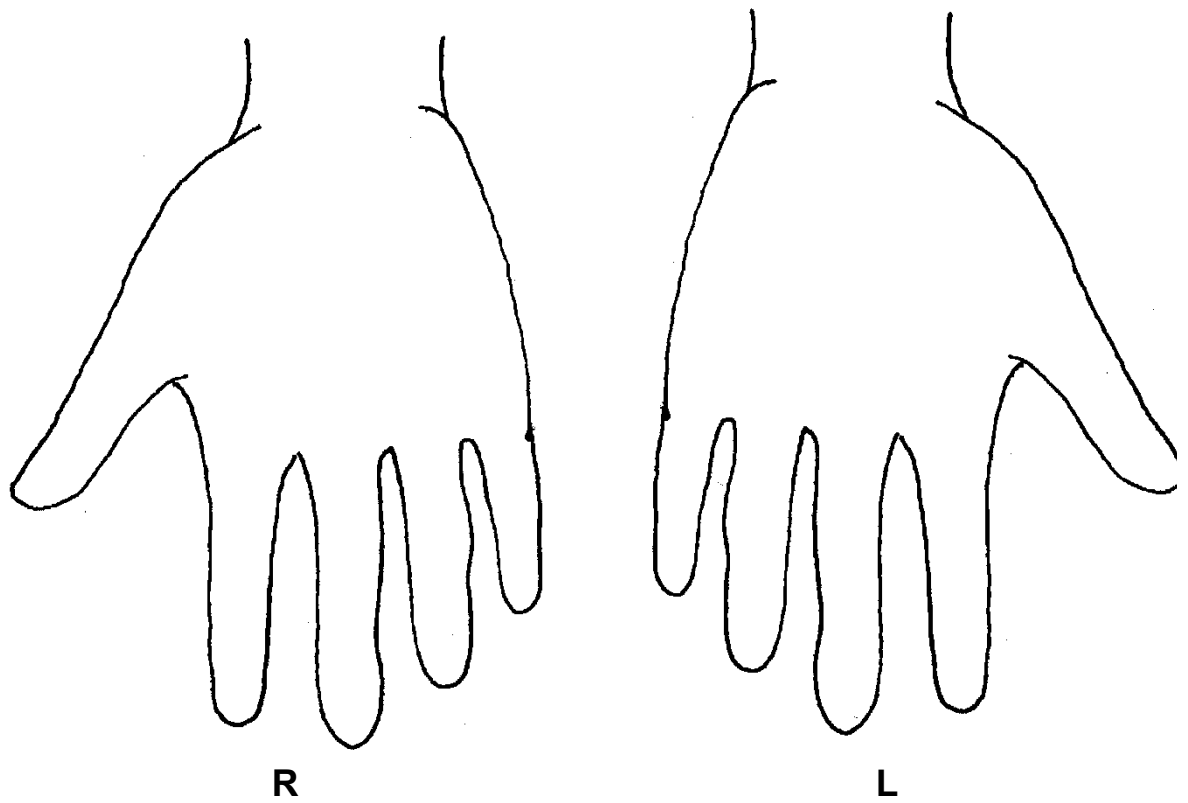
**LEFT**

Name of Child: \_\_\_\_\_

Date of observation: \_\_\_\_\_



**BACK**



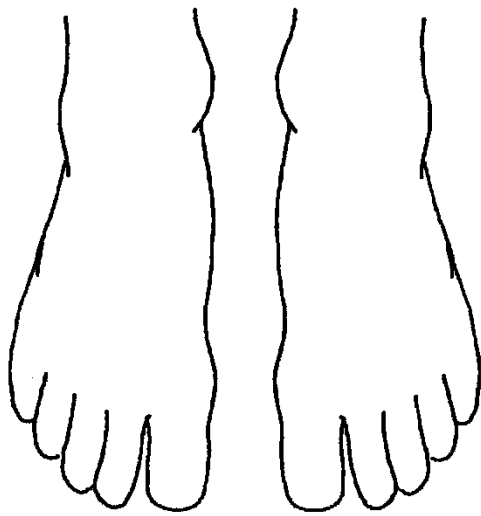
**PALM**

Name of  
Child:

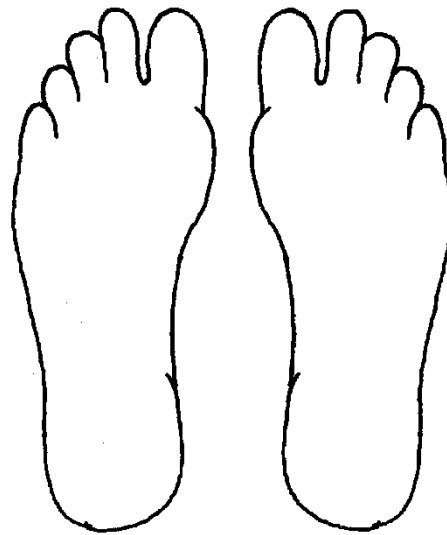
.....

Date of  
observation:

.....



R TOP L



R BOTTOM L



R

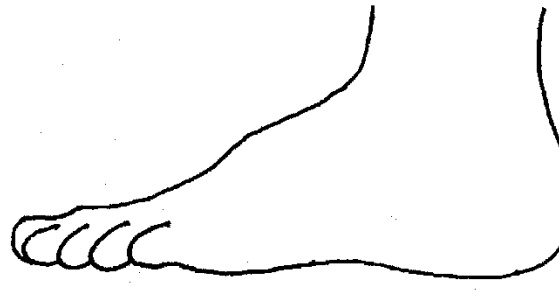


L

INNER



R



L

OUTER

Printed Name and  
Signature of worker:

Date:

Time:

Role of Worker

Other information:

## **Appendix 5**

### ***KCSiE 2019 paragraphs 18 – 40 and Annex A for ‘Vulnerable Groups and links to statutory, national and local guidance.’***

#### **➤ Children with SEND (KCSiE 2019 para 110)**

KCSiE 2019 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 and should consider extra pastoral support for children with SEN and disabilities.

#### **➤ The use of ‘reasonable force’ in schools and colleges (KCSiE 2019 para 111, 112, 113, 114)**

Makes clear the expectations placed on schools and colleges, especially for using reasonable force in response to risks presented by incidents involving children with SEN and disabilities or medical conditions. School and colleges should consider the risks carefully and recognise the additional vulnerabilities of these groups. Separate guidance is available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

#### **➤ Looked- After Children and previously Looked- After Children (KCSiE 2019 paras 101 to 109 Annex D)**

KCSiE 2019 clarifies the important role of the Designated Teacher and that they should aim to work in partnership with the Virtual School Coordinator on how funding can best support the progress of a Looked- After Child (LAC).

The Senior 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/previously looked after 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’ or previously looked after status is promoted, and this person should maintain as up to date their mandatory training.

The appointment of a Designated Teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies. KCSiE 2019 para 104 makes clear the role and responsibilities held by the Designated Teacher and makes reference to the Children and Social Work Act 2017 sections 4 to 8 which stipulates that designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangements orders or who were adopted from state care outside England and

Wales. Designated teachers must have appropriate training and the relevant qualifications and experience. See Link:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

The Designated Teacher should liaise closely with Personal Assistants for those young people leaving care to ensure appropriate planning is in place for education, employment or training, and should also support the Pathway Planning process for this young person. See further guidance:  
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

➤ **Radicalisation, Extremism** (KCSiE 2019 Annex A pages 84 to 85)

There are specific duties and responsibilities placed on all schools and colleges to be an active partner in both identifying those children and young people who may be drawn into violent extremism, as well as responding with colleagues to intervene where concerns arise. All staff should be able to identify the signs when an individual may be vulnerable to radicalisation and know how to refer concerns on.

As a minimum all DSLs should have received some face to face training on radicalisation which ideally should be refreshed every two years. Other staff can, as a minimum, access on-line prevent training. The Senior DSL should then act as a point of contact for staff members and volunteers.

*KCSiE 2019 Annex A: There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.*

See links:

Prevent Guidance revised 10 April 2019:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Extremism:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/470088/51859\\_Cm9148\\_Accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.pdf)

Radicalisation:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

School staff should also understand how to refer to Channel:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Prevent Duty guidance for Further Education Institutions in England and Wales:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Educate Against Hate Crime:

<https://educateagainsthate.com>

➤ **Honour Based Violence** (KCSiE 2019 Annex A page 83)

So called 'honour-based violence' (HBV) encompasses incidents or crimes which have been committed to protect the 'honour' of the family or community, and can include forced marriage, breast ironing and female genital mutilation. There is now a specific reference in KCSiE, Part One, para 19. The preservation of 'honour' often involves a wide network of family and community members and can involve multiple perpetrators. For this reason, particular care needs to be taken when raising concerns about HBV and staff must speak to the DSL who in turn should liaise with social care and, where appropriate, the police, in line with national and local multi-agency procedures. The additional risk factors associated with HBV may put potential victims in significant and immediate danger. It is therefore important to maintain the strictest confidentiality and work closely with statutory partners where there are any concerns that someone may be at risk of, or already be a victim of HBV.

➤ **Female Genital Mutilation (FGM)** (KCSiE 2019 para 31, Annex A page 83)

Female genital mutilation involves the partial or total removal of the external female genitalia or other harm or injury to the genitalia. It is illegal to practice FGM in the UK or to take a person abroad to undergo FGM. It is a form of child abuse, and therefore school staff need to be able to identify the risk factors and signs of abuse associated with FGM. Where there is a concern a girl may be at risk, staff should share these concerns with the DSL who in turn should be clear about referral pathways. Where a teacher becomes aware that a girl has already undergone FGM they **MUST** report this to the police in addition to sharing this information with social care. Failure to do so will result in disciplinary sanctions.

Please refer to FGM guidance:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Summary FGM Fact Sheet:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

➤ **Forced Marriage** (KCSiE 2019 Annex A page 84)

Forced marriage is defined as any marriage where one or both parties do not consent to marry, or do not have the capacity to consent. It is against the law in the UK and is often linked to so called honour-based abuse. As with other HBV concerns, disclosures and concerns around forced marriage **must** be handled with particular regard to confidentiality and an awareness of the additional associated risk factors for victims and witnesses.

Please refer to link:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

➤ **LGBT+ pupils** (KCSiE 2019 Annex A and links)

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying, or because of negative responses from parents/carers or others which may result in increased risk of self-harm, suicide or homelessness. Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE. Schools should therefore ensure that they are aware of the increased risk factors and know how to access appropriate support for these young people when required.

- **Child Sexual Exploitation (CSE)** (KCSiE 2019 para 26 to 28 Annex A page 79 to 81)

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 victims 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 or happen in a number of ways to both boys and girls. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied.

We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved.

See links:

‘What to do if you suspect a child is being sexually exploited’ [DfE CSE ‘What to do’ leaflets.](#)

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

- **Bullying** (KCSiE 2019 para 27 and 28)

Continues to be an important issue and the Department of Education has reissued their guidance <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> . A model policy is available as a template for all schools on the TETC pages of the Nottinghamshire County Council School’s Portal.

- **Peer on Peer Abuse** (KCSiE 2019 para 27, 28, 97 Annex A page 86)

Children can abuse other children, which is referred to as peer on peer abuse, and this type of abuse can take many forms. It can include bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence or rituals.

See links:

[www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

Nottinghamshire peer on peer Abuse Policy Template:

<https://www.nottinghamshire.gov.uk/media/1531215/guidancemodelpolicypeerpeerabuse.pdf>



**NOTE:** Peer on peer abuse is also a factor in ‘**sexual violence and sexual harassment between children in schools and colleges**’. It can also be a factor in ‘**contextualised safeguarding**’ see KCSiE 2019 para 32 and **Child Criminal Exploitation- County Lines** see KCSiE 2019 Annex A pages 80 and 81.

- **Child on Child Sexual Violence and Sexual Harassment** (KCSiE 2019 Part Five of KCSiE 2019 (pages 65 to 73).

Includes clear guidance about managing reports of child on child sexual violence and sexual harassment and informs:

*Reports of sexual violence and sexual harassment are likely to be complex and require difficult decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to reports.*

**Sexual violence and sexual harassment can include, for example:** Physical behaviour such as grabbing bottoms, breasts and genitalia, flicking bra straps, lifting up skirts or ‘up skirting’.

- Verbal harassment such as sexual comments and jokes
- Sexting youth generated sexual images  
[www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf](http://www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf)
- Sexual violence which could include behaviour deemed to be criminal under the Sexual Offenders Act 2003, including rape, assault by penetration and sexual assault
- Initiation/hazing type violence and rituals – used to initiate young people into gangs.

Governing bodies and proprietors should be aware the Government has published detailed advice to support schools and colleges. It includes what sexual violence and sexual harassment looks like, the important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment. KCSiE 2019 Parag 43 and Annex A pages 87, 88 and 89 provides further advice, information and links to resources, See links:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

**NOTE:** it will be for every school and college to have a written procedure to inform how it intends to address sexual violence and sexual harassment and manage any cases.

- **Up skirting is now a criminal offence and has been written into KCSiE 2019 page 89**

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

Any incidents of ‘up skirting should reported without delay to the Snr designated safeguarding lead or deputy DSL. Cases of ‘up skirting’ have a mandatory requirement for being reported.

KCSE 2019 (para 89) is clear that schools need clear procedures to minimise the occurrence of these types of behaviour, have clear procedures about how to deal

with them and offer support to victim, perpetrator and other children affected by the incident.

Whilst there are some groups who appear more vulnerable to this type of behaviour notably girls, children and young people with SEND, and LGBT young people, it should be clear that all children and young people can experience this type of behaviour.

➤ **Gangs, knives and drugs** (KCSiE 2019 Annex A page 80)

Schools and colleges have a duty and a responsibility to protect their pupils and students from harm and ensure that they are places where important interventions can take place to prevent negative behaviour, such as young people carrying a knife and involvement in gangs. All staff should be alert to early warning signs of children being drawn into or involvement with gangs, knives and drugs.

Not every child will become involved with serious violence or gangs, but when they do occur, their impact can be severe, not just on them, but on friends and the community.

Nottinghamshire Police, in consultation with safeguarding partners, have produced a cross authority 'Knife Crime Protocol for Schools'.

See links: ['Preventing youth violence and gang involvement'](#). The County's [Youth Offending Team](#), offer a prevention programme of support for young people on the cusp of offending.

Schools and colleges also have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. The Government has provided a Drugs Strategy, see link:

<https://www.gov.uk/government/publications/drug-strategy-2017> and advice for schools, see link: <https://www.gov.uk/government/publications/drugs-advice-for-schools>

➤ **Children Missing from Education** (KCSiE 2019 Annex A page 79)

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education and are safe from the risk of abuse and neglect, sexual abuse or exploitation.

Children missing from education, home or care - see link:

[http://www.proceduresonline.com/nottinghamshire/scb/user\\_controlled\\_lcms\\_area/uploaded\\_files/Children%20Misssing%20from%20Home%20and%20Care%20Revised%20March%202018%20FINAL.pdf](http://www.proceduresonline.com/nottinghamshire/scb/user_controlled_lcms_area/uploaded_files/Children%20Misssing%20from%20Home%20and%20Care%20Revised%20March%202018%20FINAL.pdf)

KCSiE 2019 also makes clear the duties placed on schools when removing a child from the school's roll at standard and non-standard transition points, and the departmental statutory guidance regarding children missing education. See link to new EHE guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/791527/Elective\\_home\\_education\\_guidance\\_for\\_LAv2.0.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791527/Elective_home_education_guidance_for_LAv2.0.pdf)

### **School Attendance and Absence:**

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, and to take swift and appropriate actions to address concerns.

When a child is absent from school, authority schools and colleges should follow NCC Local authority's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions.

In order to safeguard children who may be at risk of harm or abuse, it remains important for all staff to take swift action, including liaising with the relevant colleagues in NCC social care and education support services, and especially before pupils are removed from the admission and attendance registers.

See links:

#### **Missing Children Protocol:**

School Attendance Guidance (Flowchart) see link:

<https://www.nottinghamshire.gov.uk/nscp/resources/for-schools>

DfE Statutory Guidance for Children Missing in Education:

<https://www.gov.uk/government/publications/children-missing-education>

## ➤ **Mental Health and wellbeing**

Children's mental health and wellbeing has increased in focus nationally, so too has the identification of mental health needs for many children and young people in Nottinghamshire.

Nottinghamshire County Council have produced mental health pathways for primary schools, secondary schools and colleges, which are intended to support settings in considering how to promote good mental health and how to support pupils experiencing mental health problems. This includes details of local services providing support around mental health which can be found on the schools' portal as well as the following links:

[Transforming Children and Young People's Mental Health Provision: a Green Paper \(2017\)](#) informs every school setting that they should have a Designated Senior Lead for Mental Health. Individuals in this role can make a significant difference to children and young people through promoting whole school approaches to mental health and wellbeing and forging effective links with NHS mental health services.

[Promoting children and young people's emotional health and wellbeing](#) provides guidance on developing a whole school approach to emotional health and wellbeing.

[Young People and Self-harm: Guidance for Schools](#) produced by the Nottinghamshire County Council Educational Psychology Service (EPS) and Child and Adolescent Mental Health Service (CAMHS) and written following findings from a local Serious Case Review.

- **Private Fostering Guidance for Schools** (KCSiE 2019 para 191 Annex A)

Private fostering occurs when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them, or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction with children.

### **Private Fostering - LA notification when identified:**

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 cohabitee 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.

By law, a parent, private foster carer or other person(s) involved in making a private fostering arrangement must notify Children's Social Care as soon as possible.

### **What schools should do:**

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur.
- Whenever staff become aware of private fostering arrangements they should notify the Snr Designated Lead for Safeguarding (DSL).

- **Children Staying With Host Families** (KCSiE 2019 para 191 and Annex E)

Schools and colleges often make arrangements for children to take part in exchange visits and learning experiences, either to parts of the UK or abroad. This set of guidance informs of the requirements that should be put in place when organising the care and accommodation for a child with a host family who they are not related to. It is often described as a 'home stay' and can be part of the exchange. KCSiE 2019 Annex E provides further details. Schools should ensure that the appropriate checks are made in accordance with statutory guidance.

- **Serious Case Reviews and Safeguarding Audit learning**

Research and findings from 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'*.

SCR findings have continued to identify a greater need for child protection, child in need and confidential files to be appropriately maintained. They should include chronologies, which can be used to reflect on concerns and help identify the need to escalate incidents of concerns and harm.

Nottinghamshire Safeguarding Children Partnership (NSCP) continue to share the lessons from local and national SCRs with all agencies and these are included with in the NSCP 'What's New in Safeguarding' training course.

**Please Note:** The learning from local SCRs has involved revisions being made to the annual child protection and confidential file audit tool kit. See link:

[www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp) in section Resources/ Schools.

## ➤ **NCC Escalation procedure**

Schools/colleges are reminded that if they are unhappy with the handling of a child's case by Children's Social Care or other agencies, they should escalate this through the NSCP escalation process. We work from the principle that **'everyone is responsible for safeguarding'**, which includes raising concerns where shortfalls appear to exist. See link: [www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp)

## ➤ **Ofsted**

Ofsted use the legislation and statutory guidance contained within The Education Act 2002 Sec 175 and 157, DfE Keeping Children Safe in Education (KCSiE) 2019 and Working Together to Safeguard Children 2018. The Ofsted Inspection Framework for September 2019 has been revised. See link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf?\\_ga=2.128297032.558669816.1566549432-1430332283.1549900449](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf?_ga=2.128297032.558669816.1566549432-1430332283.1549900449)