

Whole School Child Protection Policy

September 2021 – 22



Adopted by the Governing Body October 2021

Next review October 2022

INTRODUCTION

Abbey Hill Primary and Nursery School

Policy statement and principles

Child Protection and Safeguarding Statement

Our aim at Abbey Hill is to create a school which is a place of safety and security for children where they are respected and valued, and where they will always be listened to by adults. Staff know the children well and in return children feel valued and know that they can trust adults in school. The commitment to safeguarding children is the thread that binds our school community together - staff are well versed in safeguarding procedures and vigilant to the needs of children. There is a bond of trust between staff and children that we will keep them safe, even if we have to make decisions they do not like. Staff will always act where children are at risk of abuse and neglect, and our procedures, and the decisions we take, are grounded in our determination to ensure children receive support, protection and justice in their lives.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead, Helen Chambers, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will be fully reviewed as a minimum once a year during the autumn term and presented to the Governing Body for approval at the first autumn term meeting.

Date of last review: 11.10.2021

Date of next review: October 2022



Role	Name	Contact Details
Head teacher	Helen Chambers	01623 484512
Senior Leader(s) available for contact in the absence of the DSLs	Vicki Hardy	01623 484512
Designated Governor for Child Protection and Safeguarding	Karl Simpson	01623 484512
Snr Designated Safeguarding Lead	Helen Chambers	01623 484512
Deputy Safeguarding Lead	Sam Jeffs	07826 555232
Names of additional Safeguarding Officers	Sally Wilkinson FSU	01623 484512
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact and LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90

Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	999 in an emergency only

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

We will ensure that all parents and carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this 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 2021 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

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

Maintaining a child centred and coordinated approach to safeguarding:

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

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

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

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical 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.

NB Definition: Children includes everyone under the age of 18.

Whole school approach to safeguarding:

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- 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 and off – site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2021 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised safeguarding also known as extra-familial abuse.
- Bullying, including online bullying by text message or on social networking sites, and prejudice-based bullying.
- Going frequently missing or going missing from care or home.
- Peer on peer (child on child) abuse.
- Racist, disability based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence and violence against women and girls.
- Risk of extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- A child privately fostered.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on child sexual violence and sexual harassment, defined in KCSiE 2021 Part Five and DfE Sexual violence and sexual harassment between children, September 2021.

- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse or harm.
- Children at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, honour-based abuse and forced marriage.
- 'Up-skirting' The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2021 and Annex A).

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

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

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

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

Our staff have received information and training regarding the risks that can take place outside children's families. This is known as extra-familial harm and can take a variety of different forms. Children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and County Lines.

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

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

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

- The interest of the child should be at the heart of everything we do.
- Never to think that something couldn't happen here, at our school.
- They should be vigilant and proactive in dealing with incidents and disclosures
- They should always be mindful of the mantra **SEE, HEAR, BELIEVE, DO SOMETHING**

Identifying Concerns

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

Staff who regularly come into contact with children should be aware of the DfE guidance [What to do if you're worried a child is being abused](#).

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

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

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

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

Sexual abuse: involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration e.g. rape or oral sex, or non-penetrative acts e.g. masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue, also known as peer on peer abuse, in education and **all** staff should be aware of it and of their school's policy and procedures for dealing with it.

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 e.g. 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 or providing inadequate care-givers
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs.

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

Staff are reminded in weekly Friday briefings of any signs they should be particularly vigilant about with identified children. They are reminded of the mantra **SEE, HEAR, BELIEVE, DO SOMETHING** in all aspects of safeguarding.

Our school 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 at Abbey Hill will play their part, including working with professionals from other agencies, particularly social workers, 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.

Children are at the centre of our 'safeguarding arrangements' – staff know children well and are alert to any changes in mood or behaviour, or to any direct or indirect concerns children raise. We listen to children when they access our Cosy Corners, when we see differences in their behaviour, when they ask us to listen or when they fill in a post-it in the worry monster. We use open talk time, Draw and Talk, ELSA sessions and informal talk times to listen to children's voices. Where we believe children are suffering from mental health problems, we will support them using the above measures or take advice from other professionals and refer them to external agencies.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children 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 Designated Safeguarding Leads. Although we advocate that any staff member can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should ensure that the Designated Safeguarding Lead, or a member of the senior leadership team, is informed as soon as possible.

We also ensure that all 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 a child if, despite the discussion with the DSLs, their concerns remain. Staff are also informed of the school's whistleblowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

The school works closely with other agencies to support vulnerable children and we know many social workers well. The C&FSW attends all Child Protection, Child in Need and Team Around the Family meetings either in school or virtually. Chairs of meetings often comment on the quality of the school's work in identifying concerns and keeping children safe, and the extensive knowledge we have of our children's circumstances and wishes. Where possible during COVID-19, the school has hosted meetings for individual children and families in school to support attendance and involvement for children, parents and carers. The school has also hosted contact sessions for parents and children where other settings have been unable to do this.

Children who attend alternative education often have complex needs and it is important that governing bodies and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is crucial to support the child and ensure the learning environment where they are placed has all necessary information regarding the child before they access the provision. The working together principles are key to keeping the child safe and understanding any vulnerabilities. This should include up to date contact details for the professionals working with the child and family.

Where any children from our school access Alternative Provision, safeguarding staff will visit the provision and ensure all relevant information is shared on both sides including risk assessments, particular needs of the child and their vulnerabilities, wishes and interests.

The Senior or Deputy Designated Safeguarding Lead, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

Staff, supply staff and volunteers receive appropriate safeguarding information during inductions and on a regular basis at the weekly staff briefings. Senior leaders and members of the DSL team check regularly whether staff know how to report concerns or disclosures.

From 1st September KCSiE places additional requirements on schools:

- The Snr DSL and deputies maintain a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker, and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see KCSiE 2021 page 147.
- The Snr DSL and the Designated Teacher will inform the Governing body of the number of children in the school who have or have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances
- The Designated Teacher and Snr Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.
- The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.

The Designated teacher is aware of the responsibilities to LAC and children who have previously left care. Children in this category are known to staff and their well-being, attendance, progress and attainment is tracked at regularly. Information is reported to governors annually in the Designated Teacher's Report.

Our Child Protection Policy

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- Ensuring we have appropriate policies and procedures to deal with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment.

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school 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 RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and manage risks including online safety, radicalisation and extremism, sexual exploitation, peer on peer abuse (child on child), sexual violence and sexual harassment and the sharing of nude and semi – nude images.
- Develop 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.
- Recognise how pressure from others can affect children’s behaviour.
- Act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensure our anti-bullying policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Maintain an on-line safety policy, which takes into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.
- Take all reasonable measures to ensure any risk of harm to children’s welfare is minimised inside and outside of the school.
- 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 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 (KCSiE 2021 Part Four Pages 81 to 95) and Part Four Section two for dealing with low-level concerns, and the NSCP local multi-agency procedures.
- Promote pupil health and safety.
- 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 regarding missing children, anti-social behaviour and gang activity, violence in the community, knife crime and children at risk of sexual exploitation.
- Address our duty to safeguard children inside and outside of the school environment including school trips, extended school activities and alternative education packages.

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

- Ensure we have a Snr Designated Safeguarding Lead (DSL), who is a member of the senior leadership team, and two Deputy Safeguarding Leads for child protection and safeguarding who have received appropriate training and support for the role.
- Ensure the Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2021 Annex C).
- Ensure there is a nominated governor responsible for child protection and safeguarding.
- Ensure there is a Designated Teacher for Looked After Children (LAC).
- 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 or the 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 there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure there is a complaints system in place for children and families.
- Ensure parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations 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, 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 using CPOMs electronic management and recording system.
- Ensure we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and 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 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.

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

Our school will endeavour to support pupils by:

- Developing the content of the curriculum to include safeguarding issues including in RHSE and the CASE and DARE programmes.
- Maintaining an ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of their own worth.
- Keeping our anti-bullying policy and peer on peer abuse policy up to date with national and local guidance and which is aimed at supporting vulnerable pupils.
- Ensuring all children know that some behaviours are unacceptable and will need to be addressed but that, 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.
- Liaising with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), 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 subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, leaves the school, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.

- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by the class teacher, TA's and the SENCo.
- Ensuring where a child discloses a concern or informs of an incident that has involved them in sexual violence and or sexual harassment, staff will take the child (victim) seriously, keep them safe and never make them feel as if they are creating a problem for reporting abuse, sexual violence or sexual harassment. Actions will be taken immediately in accordance with the peer on peer, sexual violence and sexual harassment between children in school policy.

Safe Staff and Safe Recruitment

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2021 Part Three and advised by NCC HR Services policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Services including the NSPCC Safe Recruitment online course.
- 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 where any concerns arise we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2021 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2021 Part Three paragraphs 250 to 256.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1st September 2021 in line with KCSiE Part Four Section two. Staff can access a copy of this on the school's shared T-drive.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices in their induction session before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the head teacher, or the Deputy Designated Safeguarding Lead, if the head teacher is not present, will be notified immediately. If it relates to the head teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly 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 and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.

Links to other Local Authority policies

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

- Accessibility Plan
- Anti-Bullying revised for 2021-2022 (LA template policy in the process of being revised)
- Attendance Policy
- Behaviour Policy
- Equality Policy
- Central Record of Recruitment and Vetting Checks

- Complaints Policy
- Cyber–bullying and e-Safety Policy
- Freedom of Information
- Female Genital Mutilation (FGM) Guidance
- Radicalisation and Prevent Duty
- Health and Safety Disability Equality Action Plan
- Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools, and response to upskirting Policy
- Physical Intervention Policy
- Register of Pupil Attendance
- Knife Crime Guidance 2019 (cross authority and in the process of being revised for September 2021)
- Relationships, Sex and Health Education (KCSiE 2020 Paragraph 94)
- Special Educational Needs Policy
- Staff Code of Conduct
- Staff Discipline Conduct and Grievance (procedures for addressing)
- School information published on a website
- Visitors and VIP Policy
- Whistle Blowing Policy
- Guidance for NSPCC helpline and usage (KCSiE 2021 paragraph 77; when to call the police guidance from the NSPCC)

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link:

<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff consider, at all times, what is in the best interests of children. They are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating.

All our staff are aware of the early help process and understand their role in this, identifying 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 Leads and understand they may be required to support other agencies and professionals in assessments for early help.

The Child and Family Support Worker and an ELSA designated TA work outside of the classroom to support children. The C&FSW also engages with children, families and partner agencies. Parents and carers can contact the C&FSW on her mobile or book a meeting with her at the school office. We also signpost children, parents and carers to support on the website, in newsletters and texts and on posters around the school site.

Safeguarding Training

All our staff are aware of systems which 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 2021.

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. This is provided by the Local Authority. Staff are kept up to date with national and local changes to guidance through LA emails, training opportunities and advice from the NSCP website.

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 raises concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the DSL team 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 there are adults in 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 deputies are not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2021.
- Support pupils in line with their child protection plan, child in need plan or LAC Care Plan.
- Treat information with confidentiality but never promise to “keep a secret”.
- Notify the DSL or the deputies of any child on a child protection plan or child in need plan who has unexplained absence.
- Understand early help and be prepared to identify and support children who may benefit from this.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL team.

Senior Leadership Team responsibilities:

- Contribute to inter-agency working in line with HM 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, supply staff and volunteers are alert to the definitions of abuse and indicators, and access regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Work with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of 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 including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2021 Part Four ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.
- Keep up to date with Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC) guidance.

Teachers (including ECTs) and Head teachers – Professional Duty

The Teachers Standards 2012 states teachers, early career teachers and head teachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

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

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 SLT and their responsibilities are explicit in their job description.

We also have two Deputy Safeguarding Leads, one of whom takes day to day responsibility for managing referrals, liaising with external agencies, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the children. Our Deputy Safeguarding Leads have 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.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Leads 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 or harm to a child and reflect this in the DBS as required.
- Ensure arrangements are in place year round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

The Snr DSL and DSL team will meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns. Key vulnerable children, and children subject to safeguarding concerns are discussed to ensure all recommended actions are being put in place. Any advice or guidance required from staff is also discussed, including any particular threats or challenges facing the school currently. Any child subject to safeguarding concerns and accessing alternative education arrangements will be discussed.

Work with others

- Liaise with 'case managers' (Part Four of KCSiE 2021) and the LADO where there are child protection concerns or allegations that relate to a member of staff.
- Liaise with the case manager and the LADO or 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 and 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 HM Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- Ensure the head teacher, designated safeguarding leads and governing body are aware of local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.

A member of the DSL team attends the NCC Designated Safeguarding Lead Focus Group Meetings which take place half termly. Information from these meetings is shared with other DSL's and, where relevant, with all staff and governors.

The school also works with agencies such as the NSPCC, TETC team, MASH workers, local PCSOs and local church and Salvation Army estate workers.

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 9.1, 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 electronic records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being groomed into extremist behaviours and attitudes (KCSiE 2021 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2021 Part Two and Annex D).
- Encourage a culture of protecting children, listening to children and ascertaining their wishes and feelings.

Raising awareness

- Ensure that 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 and carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children, and can recognise and report any concerns immediately as they arise.

Child Protection file

- An electronic record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record of children who have or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and store records where a concern about a child has been identified in accordance with statutory guidance. (KCSiE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151).
- The Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school their electronic safeguarding records are transferred to the new school or college at the same time as the child enters the new school or education provision. Where necessary files will be printed out and delivered in person obtaining a signed receipt, or posted by registered post.
- The Deputy DSL has administration rights for CPOMS. Other members of the DSL team have access to all entries relating to children with CP, CiN, LAC concerns or any other vulnerabilities. Entries are carefully monitored and the Deputy DSL ensures all actions are followed through.

Availability

- During term time the Snr and Deputy Designated Safeguarding Lead will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2021 Part Two and Annex C. The Deputy DSL attends all conferences which fall in the school holidays.

Head teacher

The Head teacher will ensure:

- The policies and procedures adopted by the governing body, particularly those concerning referrals of cases of suspected abuse and neglect, are understood, 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, maintained by the school's business manager.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and Deputies 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.
- All staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through the school's Child Protection Policy and the Staff Code of Conduct.
- Mechanisms are in place to help staff fully understand and discharge their role and responsibilities as set out in KCSiE 2021.
- Where there is an allegation made against a member of staff, paid or unpaid, that meets the criteria for a referral to the LADO, they will discuss the allegation immediately with the LADO, within 24 hours, and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors in KCSiE 2021. If the allegation is against the Head teacher, then the Chair of Governors will manage the allegation – see below.

Governing Body

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

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

- Ensuring an individual member of the governing body takes leadership responsibility for safeguarding and champions child protection issues in the school.
- Ensuring 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 safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2021 from paragraph 105, the additional clarification about GDPR and withholding information.
- Ensuring cooperation with the Local Authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection and safeguarding and a Designated Teacher for Looked After Children who is appropriately trained.
- Ensuring all staff, supply teachers and governors read and fully understand at least KCSiE 2021 Part One and/or Annex A 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.
- Ensuring all members of the governing body undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, in order to discharge their responsibilities and act as the school's 'critical friend'.
- Ensuring the Chair of Governors and named Safeguarding Governor access role specific training to enable them to comply and discharge their child protection and safeguarding responsibilities.
- Ensuring collectively that there is a training strategy in place for all staff, including the head teacher, so that child protection training is undertaken and refreshed in line with KCSiE 2021 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority for everyone in school.
- 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 in KCSiE 2021 Part Four Section One.
- Ensuring arrangements and procedures are in place to manage 'low level' concerns and these are referred to in the school Staff Code of Conduct (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the head teacher by liaising with the LADO or other appropriate officers within the Local Authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.

- Being aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has a policy and procedures, and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopts proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online, and that children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Preventing people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensuring at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as Looked After children and children with special educational needs and disabilities.
- Being 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 DSL

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are Looked After. They have the appropriate training and 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. They 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.

Children with Special Educational Needs

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

All staff are aware that additional barriers can exist when recognising abuse and neglect for children with SEND and they may be more prone to peer isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communication barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our 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 SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs, and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to
- addressing individual behaviour concerns and incidents considering the child's SEND.

Our school has additional policies in place to support children with SEND. These include lifting and handling, personal and intimate care, administration of medication, PEEPs and health care plans.

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 DSL team 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 a member of the DSL team or the member of staff involved.

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 and 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 electronic record will be kept by the member of staff including the time the conversation with the child took place, an outline of what was said and comments on the child's body language etc..
- Staff should not ask children to 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 tell the child 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 should only be contacted directly in an emergency or if a child is in immediate risk of harm, abuse or danger.

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, the 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, and 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 a member of the DSL team and/or to Children's Social Care. When a child is in immediate danger Children's Social Care and the police will be contacted.

The DSL team 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, local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) and Rapid Reviews (RR's) have highlighted that missed opportunities to record 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 in:

- *DfE KCSiE 2021 paragraphs 105 to 113 and Annex C, updated to clarify further about GDPR and withholding information, and additional information which makes clear the powers to hold and use information when promoting children's welfare.*
- *HM Working Together to Safeguard Children 2018 Para 23 to 27 and 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 (KCSiE 2021 paragraphs 71 to 72, Part Five, Annex C)

Our school maintain good quality records using CPOMs electronic system. Staff access annual training on how to record entries succinctly and objectively. This training is updated whenever necessary. The Deputy DSL monitors all entries to ensure they reflect the child's journey through the safeguarding system and their engagement with statutory agencies, including Social Care, Early Help, Police, CAMHS and Health.

Any concerns about a child will be recorded electronically on CPOMs within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual member of staff or school be asked to take 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 maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

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.

The pupil's main file should have a **red C** in the top right-hand corner to denote there are CP, CiN, LAC or any other serious concerns.

Our school will ensure all or 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

All staff will be encouraged to understand why it is important that recording is comprehensive and accurate, and what the messages 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.

We acknowledge any information which is not recorded is 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 to be used in future criminal prosecutions.

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

(KCSiE 2021 paragraphs 71 to 73, 112 to 113 and Annex C pages 146 to 148).

We recognise the importance of collating information about children relating 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 child's particular circumstances will need to be taken into account e.g. if a child is subject to a child protection plan, CiN plan or has Looked After status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

A child protection entry should be made in the event of:

- A referral to MASH or Children's Social Care.
- A number of minor concerns relating to the child.
- A child becoming open to social care.

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

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

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A record of each and every incident or concern for the child will be made, including any phone calls to other professionals. These will be recorded on CPOMs as over time they are likely to help identify any patterns or emerging risks and needs. 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. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child.

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, undertaking an EHAF or a referral to MASH or Children's Social Care in line with the NCC Pathway to Provision Version 9 document published March 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse.

The DSL team will monitor children known or thought to be at risk of harm through ongoing dialogue with staff. They will ensure the school contributes to assessments of need and support multi-agency plans for those children.

Educating Young People – Opportunities to teach safeguarding

(KCSiE 2021 paragraphs 121, Annex A & Annex C Online Safety page 117 to 118).

As a school we will teach children to keep safe online in an age appropriate way. This will include information about youth produced imagery and online risks linked to social networking. We aim to prevent harm by providing children with the skills and knowledge to help them navigate apps and games safely.

We aim to promote 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.

The education we provide for online safety will take into account the harm, injury or harassment involved in sexual violence and sexual harassment between child in school.

This issue will also be taught as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2021.

The school's website gives parents and children links where they can find information about games, apps, videos etc. and the risks involved in using these. There are also links to sites where they can seek advice, help, and support.

Helplines and reporting

- Children can talk to a Child Line 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/>
- 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

Advice and information for parents:

- <https://www.childnet.com/resources/cyberbullying-guidance-for-schools> Click on the parents and carers link for advice on giving your children safe and happy online experiences
- <https://www.ceop.police.uk/safety-centre/> Use this website to report online abuse
- <http://www.commonsemmedia.org/> This website gives reviews, age ratings and other information about all types of media for children and their parents
- https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgJ5vD_BwE All sorts of information on websites suitable for children from 0 to 5 to pre-teens and 14+
- <https://parentzone.org.uk/> Information on how to keep children safe online

Resources for children:

- [https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK GO S B BND Grant Childline Information&utm_term=role of childline&gclid=EAIaIQobChMIIfLRh-ez6AIVRrDtCh1N9QR2EAAAYASAAEgLc-vD_BwE&gclid=EAIaIQobChMIIfLRh-ez6AIVRrDtCh1N9QR2EAAAYASAAEgLc-vD_BwE&gclid=EAIaIQobChMIIfLRh-ez6AIVRrDtCh1N9QR2EAAAYASAAEgLc-vD_BwE&gclid=EAIaIQobChMIIfLRh-ez6AIVRrDtCh1N9QR2EAAAYASAAEgLc-vD_BwE](https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_BND_Grant_Childline_Information&utm_term=role_of_childline&gclid=EAIaIQobChMIIfLRh-ez6AIVRrDtCh1N9QR2EAAAYASAAEgLc-vD_BwE&gclid=EAIaIQobChMIIfLRh-ez6AIVRrDtCh1N9QR2EAAAYASAAEgLc-vD_BwE&gclid=EAIaIQobChMIIfLRh-ez6AIVRrDtCh1N9QR2EAAAYASAAEgLc-vD_BwE&gclid=EAIaIQobChMIIfLRh-ez6AIVRrDtCh1N9QR2EAAAYASAAEgLc-vD_BwE) This website contains all sorts of information to help you and your child take control of your online lives
- <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching> This website has lots of information and activities about keeping safe from abuse with Pantosaurus and the Pants rule.

The following appendices are a part of this policy

Appendix 1 Template: Body Maps Guidance and Body Maps

Appendix 1

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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 uploaded to CPOMs.

BODYMAP

(This must be completed at time of observation)

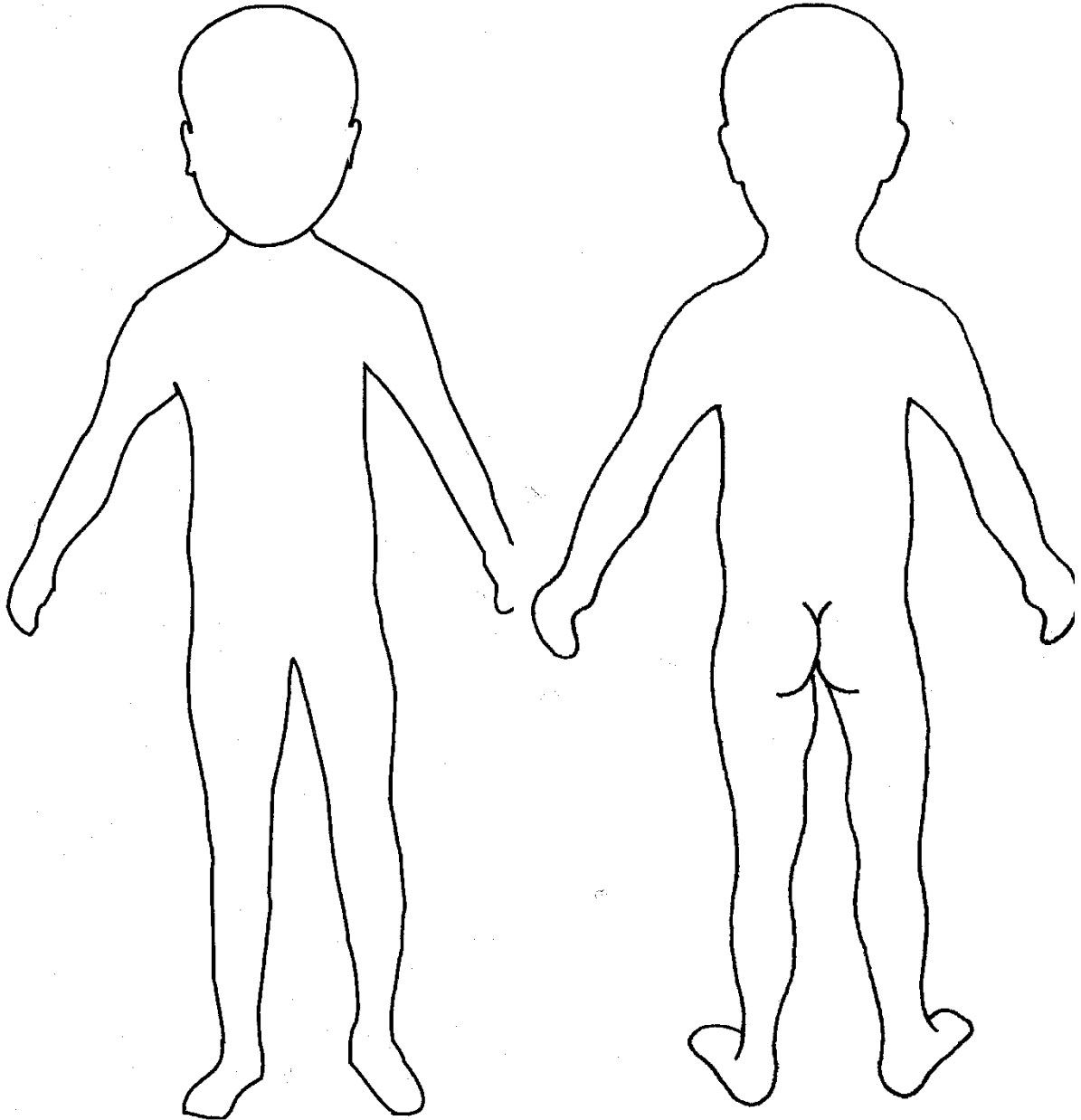
Name of Child:

Date of Birth:

Name of Worker:

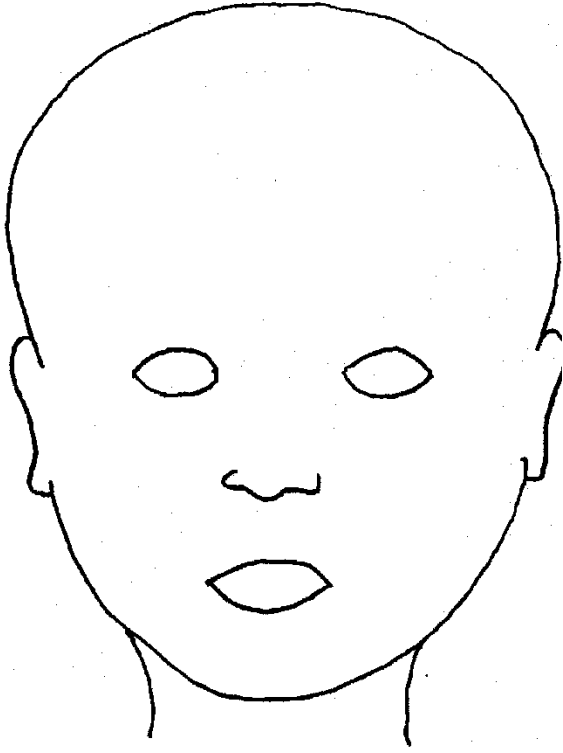
Agency:

Date and time of observation:

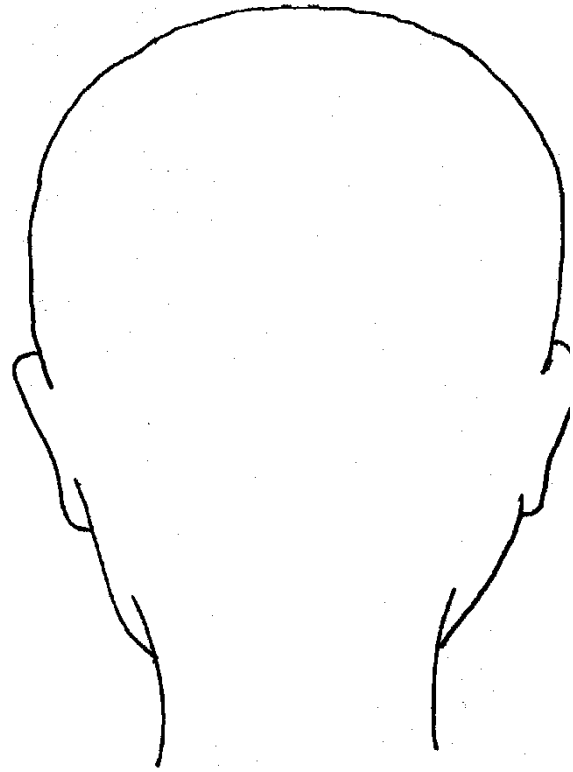


Name of
Child: _____

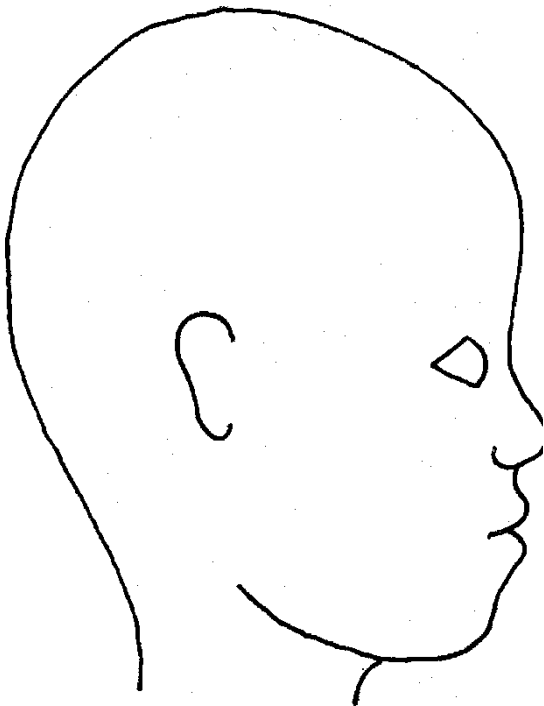
Date of
observation: _____



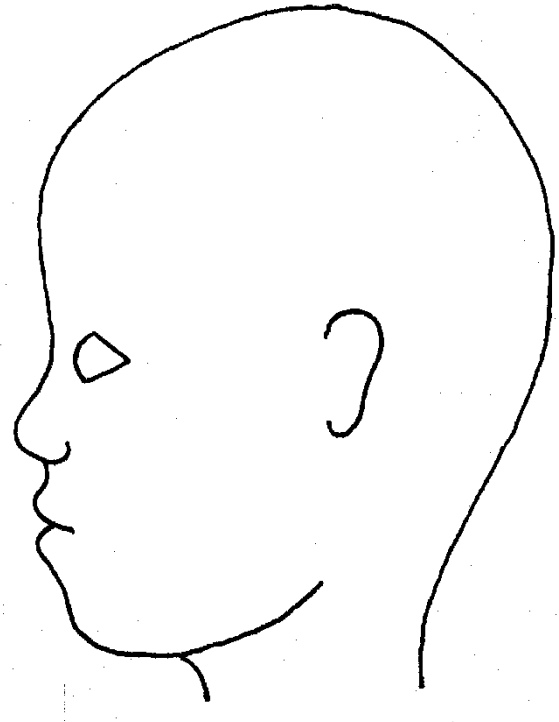
FRONT



BACK



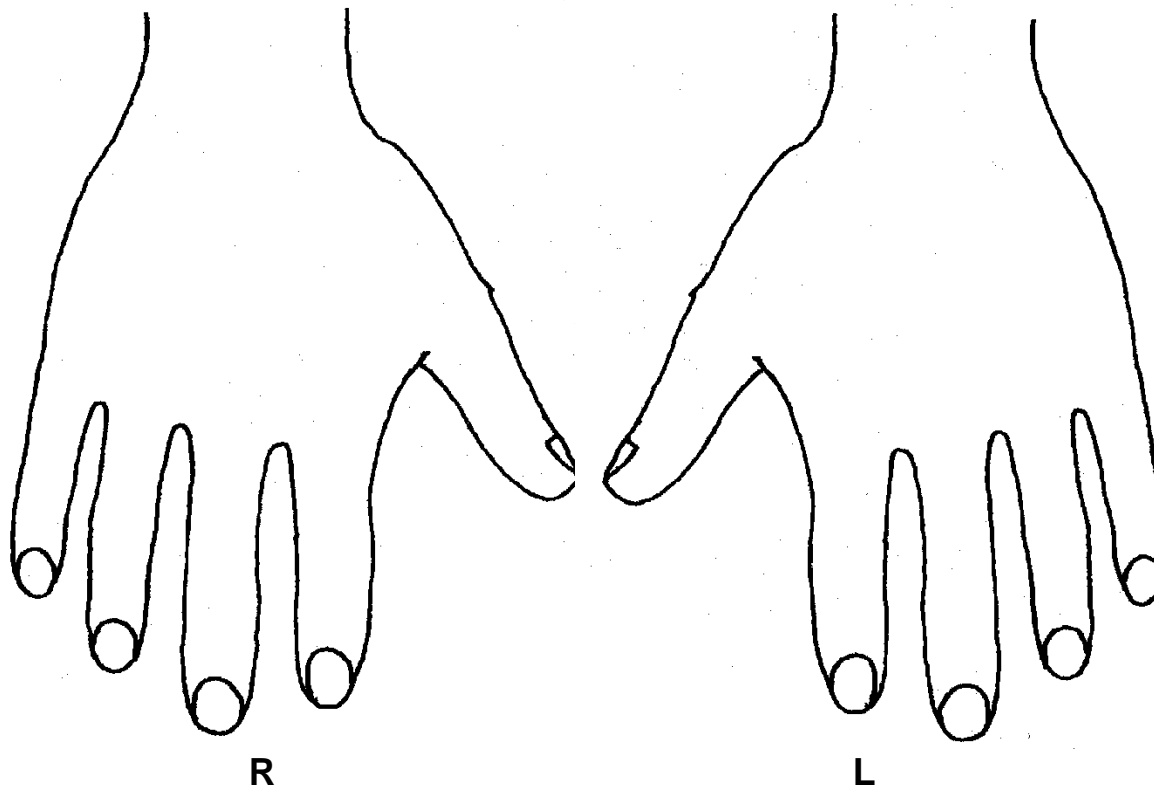
RIGHT



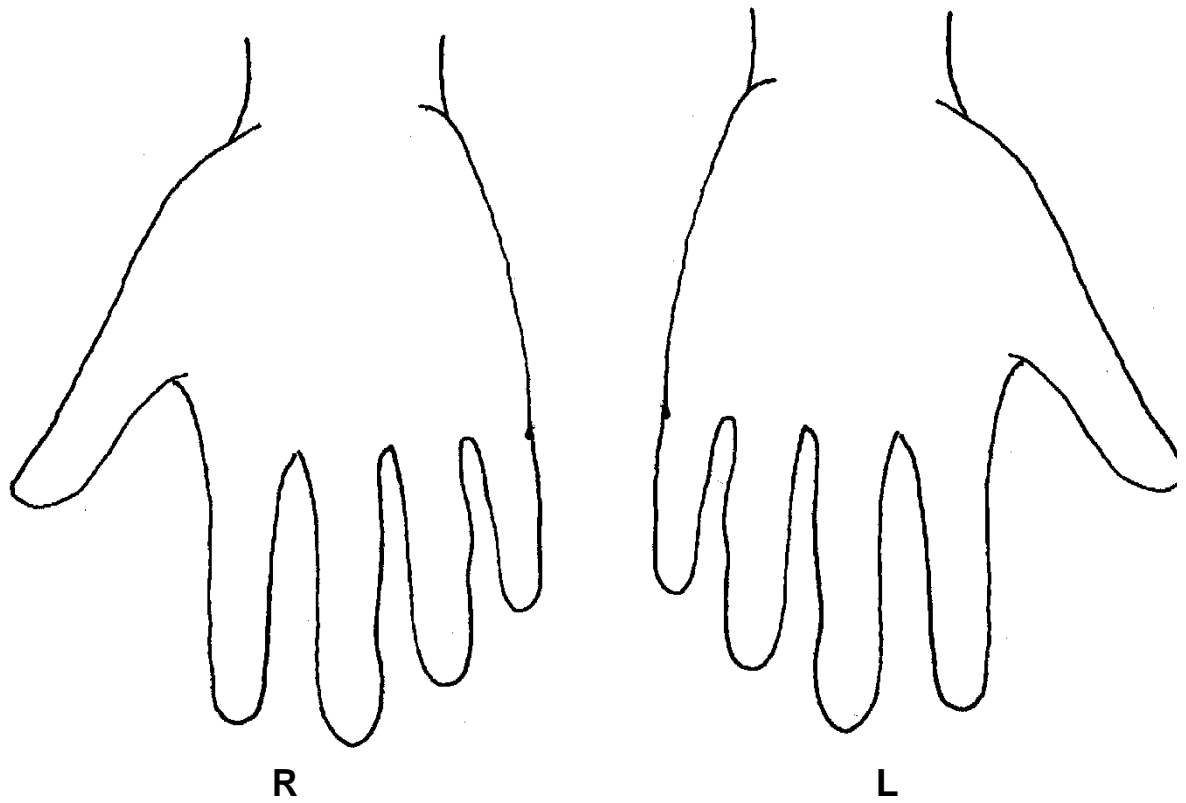
LEFT

Name of Child: _____

Date of
observation: _____



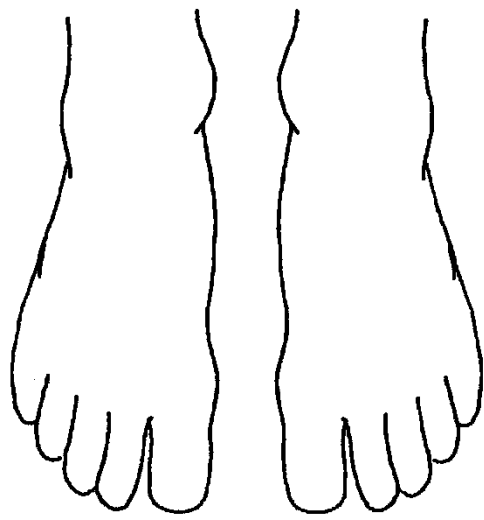
BACK



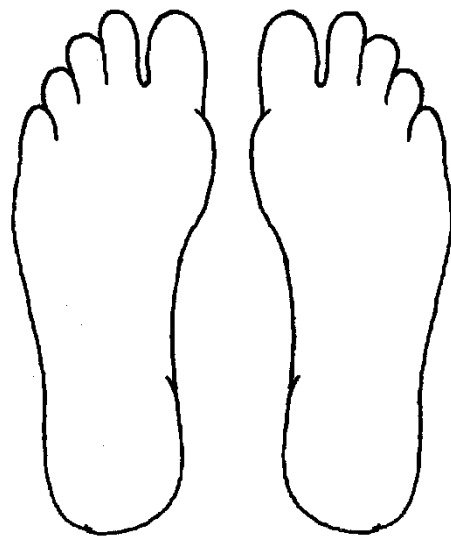
PALM

Name of
Child: _____

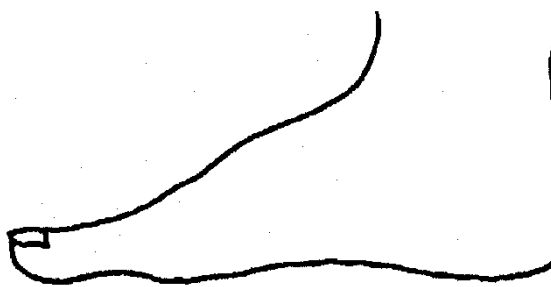
Date of
observation: _____



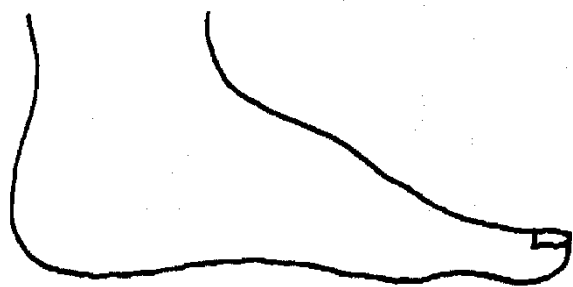
R TOP L



R BOTTOM L



R

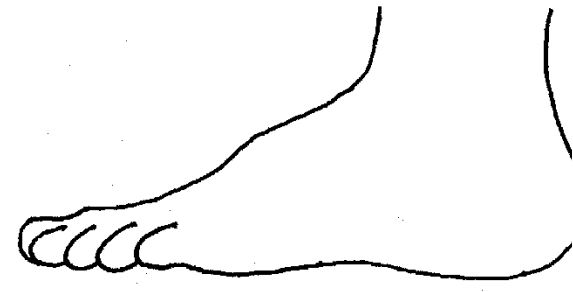


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information: