

Abbey Hill Primary and Nursery School

Whole School Child Protection Policy

2022 - 23



Adopted by the governing body: 3rd October 2022

To be reviewed: September 2023

INTRODUCTION

Abbey Hill Primary and Nursery School

Policy statement and principles

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 Senior 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 provided to the Governing Body for approval and sign off at the first autumn term meeting.

Date of last review: September 2022

Date of next review: September 2023

Role	Name	Contact Details
Headteacher	Helen Chambers	01623 484512
Senior Leader(s) available for contact in the absence of the DSLs	Adam Jevons-Newman DHT Vicki Hardy SENCo Julie Cartwright-Fretwell EYFS	01623 484512
Designated Governor for Child Protection and Safeguarding	Karl Simpson	01623 484512
Senior Designated Safeguarding Lead	Helen Chambers	01623 484512
Deputy Safeguarding Lead	Sam Jeffs Sally Wilkinson EYFS (until mid-September 22)	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
MASH Consultation Line	Office hours	0115 977 4247
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	In an emergency 999 ring 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 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 sections 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2022 and HM Working Together to Safeguard Children 2018 (updated December 2020) 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 children. 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, 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-centred 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 which 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 also 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.

The definition of 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 out of school, and the particular importance their roles and relationships give them in identifying concerns early, providing help for children, promoting children's welfare and preventing concerns from escalating.
- We recognise our responsibility to provide a safe environment in which children can learn.
- We 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.
- **Where any staff member** has a concern about a child's welfare, they should follow the processes set out in this policy and raise concerns with a DSL without delay.
- We expect all staff to support social workers and other agencies following any referral, especially one in which they were involved, in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our DSL team will provide support to staff to carry out their safeguarding duties and will liaise closely with other services such as children's social care, police, early help, and health where required, as they are most likely to have a complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns.
- All new staff, supply staff and volunteers receive appropriate safeguarding information during inductions. All staff receive annual safeguarding training and updates throughout the year. Safeguarding also has a high profile in weekly staff briefings.

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.
- The needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- The needs of children with medical conditions.
- First aid provision.
- Educational visits and off – site education.
- Intimate care and emotional well-being.
- Online 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, see KCSiE 2022 Annex A.

Safeguarding can involve a range of potential issues including:

- Neglect, physical abuse, sexual abuse and emotional abuse.

- Contextualised abuse also known as extra-familial abuse.
- Bullying, including online bullying by text message, on social networking sites and prejudice-based bullying.
- Going missing frequently or going missing from care or home.
- Domestic abuse including teenage relationship abuse.
- Racist, disability based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence or violence against women and girls.
- Risk of extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- Being a young carer.
- Mental health needs.
- Special educational needs, whether or not a child has a statutory Education Health and Care Plan.
- Being privately fostered.
- Returning home to own family from care.
- Having a family member in prison or affected by parental offending.
- Child on child abuse broadened by KCSiE 2022 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2022 Part Five).
- Harm outside the home or extra familial harm.
- Impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population and signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- Possession of a knife and or involvement in knife crime, youth violence, criminal child exploitation (CCE).
- Family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse or harm.
- 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.
- 'Upskirting' from the Voyeurism (Offences) Act came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

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

The new KCSiE document from September 2022 states:

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed and humiliated, or could be being threatened not to tell, so may not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to vulnerability, disability, sexual orientation or language barrier. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agreeing a way forward to

support the child and determine how best to build trusted relationships with children to facilitate opportunities for communication.

All staff should always speak to a member of the DSL team at the earliest opportunity in such cases.

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 and staff should always be vigilant and always raise any concerns with the DSL team).

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

All staff have received information and training regarding the risks that can take place outside of 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.

Staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, taking the form of abusive, harassing, misogynistic messages and 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.

The new KCSiE document from September 2022 refers to ‘the best interests of the child’.

The Senior DSL and the DSL team will always act in the ‘best interest of the child’ but remain mindful of the importance of parents and carers in safeguarding concerns.

We will support parents’ understanding of harmful online challenges and hoaxes and share information with parents and carers including where they can get help and support.

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.

New KCSiE 2022 (paragraphs 468,482 and 492) statutory requirement from September 2022:

Should an incident or disclosure be made by a child, staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as ‘**alleged perpetrator(s)**’ or ‘**perpetrator(s)**’ as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand that the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place in accordance with the Pathway to Provision v 9.1.

Identifying Concerns

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

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

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

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family, an institution 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 an adult, 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, 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 and 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 such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children 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. 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 child-on-child 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 including the use of inadequate caregivers
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness 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 nudes and semi-nude images and/or videos can be signs that children are at risk.

The importance of remaining vigilant to safeguarding concerns, particularly for identified children, is reinforced every week in Friday briefings. Staff are reminded of the mantra **SEE, HEAR, BELIEVE, DO SOMETHING** in all aspects of safeguarding.

New: [KCSiE 2022 additional requirements from September 2022](#) placed on schools informs of the greater responsibilities to ensure wherever possible children can access and use different media platforms safely see KCSiE 2022 paragraphs 128 to 144. The school has in place acceptable use of IT policies for children and these are referred to regularly in lesson time and in relation to children using IT at home. The school also provides individual, ongoing support for parents and a workshop on e-safety, which provides information, guidance and support for parents and carers on helping their children remain free from risk, exploitation or grooming.

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 in our school 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 vigilant regarding any direct or indirect concerns children raise. We listen to children when they talk to us, 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 DSL team. 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 DSL team, or a member of the senior leadership team, is informed as soon as possible.

We also ensure that 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, the MASH Consultation Line or social care to seek support for the child if, despite discussion with the DSL

their concerns remain. Staff are also informed of the school's whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

The school works in close partnership with other agencies to support vulnerable children and forms effective working relationships with social workers and members of the MASH team. 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, the school hosts 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.

Alternative Provision

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, so it is important governing bodies and DSLs 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 vital to support the child and ensure the learning environment in which they are placed has all necessary information for the child before they access provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

The Senior DSL, who is familiar with national and local guidance, will share any concerns, where appropriate, with the relevant agencies.

Children who have or have had a Social Worker

KCSiE 2022 has broadened the requirements placed on schools to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or learning experiences. The DSL team maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at school.

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

The Designated Teacher and Senior 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 to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have

in improving outcomes for children. This should include DSL team, social workers, head teachers, governors, SENCos, mental health leads and other Local Authority officers.

In our school the Designated Teacher is the head teacher. An annual report to governors is delivered containing confidential details of any LAC pupils' attendance, attainment and well-being, details of training accessed by the Designated Teacher and any other issues relating to LAC pupils in school. The chair of governors ensures this report is received by governors annually.

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 implementing procedures for identifying and reporting cases, or suspected cases, of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with their child in need plan or child protection plan, or who are subject to Local Authority care.
- Raising awareness of safeguarding children, child protection procedures 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 child-on-child sexual violence and sexual harassment, added as an appendix to this policy.

We recognise that because of the day-to-day contact our school staff have with children they and we 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 there are trusted adults in the school who they can approach if they are worried.
- Ensure 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.
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi – nude images.
- **New** Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that domestic abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. This abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional and children can be victims. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships, known as teenage relationship abuse, all of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn.
- 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.
- **New** Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying.
- Maintain an on-line safety policy, which takes into account remote learning, and the use of mobile and smart technology and is reviewed regularly to take into account any new threats – see Appendix 4.
- **New** Address any harm outside the home, also known as ‘extra familial harm’ and ensure school is a place of protection where children can share concerns, seek support and form safe and trusted relationships. Through a whole school ethos and good communication with safeguarding partners and services, children can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience. The good relationships staff build with children enable them to address any issues that arise regarding harm outside the home.
- The school works in close partnership with PCSOs linked to the estate, the Coxmoor Community Support Group and the Discover Ashfield Primary School Network. These alert school to hotspots on the estate where anti-social and offending behaviour are most prevalent. Referrals can then be made to outside agencies according to the needs of individual families. School works with a range of external agencies focussing on a number of local issues e.g. racist incidents, fire starting and knife crime, sometimes relating to older siblings. Where appropriate PCSOs are invited into school to talk to specific pupils or cohorts.
- **New** Work together with parents, carers and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses. School will form trusted relationships and support the creation of safe places within the community so children know how to access a safe space outside of school if needed.
- Teach and embed safeguarding as part of the broad and balanced RSHE curriculum based on the SCARF scheme of work.

Wider Safeguarding Responsibilities

The school will:

- Take all reasonable measures to ensure any risk of harm to children’s welfare is minimised in 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 pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors, including addressing low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support families with young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour, knife crime, gang activity, violence in the community and children at risk of sexual exploitation.
- Support children with mental health problems or those who have suffered or are at risk of suffering abuse, neglect or exploitation, by ensuring staff are aware of key indicators and

that they report any concerns to the DSL team. This work will be further supported by two newly trained Senior Mental Health Leads in school, who have completed the Anna Freud **accredited online** CPD.

- Ensure children who may be LGBT have a trusted adult who they can talk to and ensure they are not subject to bullying, discrimination of hate by educating children in an age appropriate way that homophobia, biphobia, and transphobia are forms of discrimination and must not be tolerated. Books and resources in school reflect diversity positively and the Diversity Week celebrated each year in school informs and educates children.
- Safeguard children in and out of school including school trips, extended school activities, residential trips and alternative education packages.

We will follow the procedures set out by the NSCP and take account of guidance issued by the DfE in Keeping Children Safe in Education 2022 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school leadership team, and two Deputy Safeguarding Leads for child protection and safeguarding who have received appropriate training and support for this role.
- Clarify and write into the DSL team's job descriptions all roles and responsibilities as defined in KCSiE 2022 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 Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their roles.
- 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 DSL team, to children's social care or to 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 a 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 its 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, 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 digital 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 robust procedures are followed to respond when children are missing from education or missing from home or care.
- 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 concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and they may not recognise their experiences as harmful e.g. children may feel embarrassed and humiliated, or be being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers. 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 though when at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL team if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children which facilitate communication. We also recognise that there are children who are more vulnerable than others, including children with special educational needs 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 children through:

- Developing the content of the curriculum to ensure children know how to be safe including safer internet day, references to safety in assemblies and the content of the SCARf RHSE curriculum.
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives children a sense of being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in school.
- Ensuring 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. We will do this through:
 - The work of our two Senior Mental Health Leads in school
 - Our whole school relational approach
 - Our use of Emotions Coaching and its language across school
 - The use of isolation areas, calm down spaces and familiar adults
 - The provision of a range of well-being interventions including
 - Open talk time
 - ELSA sessions
 - Lego Therapy
 - Draw and Talk sessions
 - Forest School sessions
 - Our support for parents and carers, where appropriate.
- Liaison with other agencies that support children such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), the Behaviour and Attendance Service and Education Psychology Services, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF).
- Ensuring that, where a child subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, leaves our 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 or disabilities is recognised and fully supported by class teachers, the SENCo, the FSW and through liaison with parents and carers.
- Taking seriously a child's disclosure, concern or reporting of an incident that has involved them in sexual violence or sexual harassment. All staff members will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment. They will inform a member of the DSL team immediately, and actions will be taken in line with the school's peer on peer, sexual violence and sexual harassment between children in school policies.

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 2022 Part Three and as advised by NCC HR policy and practice guidance.
- School leaders including the school business manager, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service – 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 2022 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2022 Part Three paragraphs 267 to 277.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the school's Staff 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 2022 in line with KCSiE Part Four Section Two. Staff can access a copy of this on the staffroom safeguarding noticeboards and on the shared T drive.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the school business manager before beginning work and having contact with pupils.
- In the event of any complaint or allegation against a member of staff, the head teacher, or the Designated Safeguarding Lead if the head teacher is not present, will be notified immediately. If it relates to the head teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and the HR Service and Business Partners.
- 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.
- 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 inducted to their role appropriately and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.
- KCSiE 2022 Part Three: Alternative Provision – where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provision provider that appropriate

safeguarding checks have been conducted on individuals working at the establishment i.e. those checks that the school would otherwise perform in respect of its own staff. A member of the DSL team, the head teacher and where appropriate the SENCo, will visit any alternative provision and scrutinise all paperwork and safeguarding checks to ensure themselves it meets the needs of any pupils.

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 2022 – 23 LA template policy in the process of being revised
- Attendance Policy
- Behaviour and Regulation Policy
- Equality Policy
- Central Record of Recruitment and Vetting Checks
- Complaints Procedure Statement
- Cyber-bullying and Harmful Online Challenges
- E-Safety Policy
- Freedom of Information Statement
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty
- Health and Safety Disability Equality Action Plan
- Child on Child Abuse - Sexual violence and sexual harassment and response to 'upskirting' Policy
- Physical Intervention and Positive Handling Policy OR CRB - Use of Reasonable Force Policy
- Register of Pupil Attendance
- Knife Crime Guidance 2021 – cross authority and in the process of being revised for September 2022
- Relationships, Sex and Health Education Scheme of Work (KCSiE paragraphs 130 and 131).
- Mental and Physical Health Leads (KCSiE 2022 paragraphs 20, 45 to 47, 164, 170, 170 to 180)
- Special Educational Needs Policy
- Staff Code of Conduct
- Staff Discipline Conduct and Grievance procedures
- School information published on the website.
- Visitors and VIP Policy
- Whistle Blowing Policy
- Guidance for NSPCC helpline and usage (KCSiE 2022 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 has a role to play in safeguarding children. All staff in our school will consider, at all times, what is in the best interests of children. All staff are 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 enabling a safe environment when out of school on trips or extended learning opportunities by:

- Ensuring there is a Educational Visits Coordinator who is trained and supports other staff in writing risk assessments
- All risk assessments are completed on EVOLVE and agreed by the EVC and head teacher
- Arrangements are in place to enable children with particular needs or vulnerabilities to access school trips safely, in conjunction with parents and carers, and adult ratios are considered carefully
- First aiders are always present on out of school trips
- Arrangements are in place for contacting parents during the course of a trip, and permissions sought for how children return home when a trip continues after the end of the school day
- Only reputable travel companies with fully seat-belted coaches are used to transport children.

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 DSL, and understand they may be required to support other agencies and professionals in assessments for early help. The school employs a full time family support worker who supports, advises and engages parents and carers. She also offers challenge to parents and carers and works closely with many partner agencies to support with the delivery of child protection and child in need plans. Parents and carers can contact her by phone, text, on the school gate at the beginning of the day or through face to face appointments or drop-ins to school.

The school works closely with social care staff and recognises the importance of welcoming social workers into school and providing a safe and confidential space for them to work with children. The DSL team, in particular the FSW, work with many safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe, and their needs are met.

Parents and carers are signposted to support and guidance by the FSW, on school noticeboards and in the reception area, on the school website, in newsletters and during meetings.

Safeguarding Training

All staff are aware of systems in school and these are explained to them as part of staff induction, including the child protection policy, the staff code of conduct, the role of the DSL and Keeping Children Safe in Education 2022. The school uses an induction checklist when staff are inducted which includes the above, as well as other policy and procedural information.

All staff receive safeguarding and child protection training updated every three years. In addition to this they receive child protection and safeguarding training annually, and further updates when required. Three year training is provided by the Local Authority, and annual training by members of the school DSL team. There is a safeguarding update in the weekly staff briefing, and all local and

national updates are forwarded to staff. Other training such as CRB and Prevent is delivered by the Local Authority.

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. They are also made aware of the Nottinghamshire Safeguarding Children Partnership (NSCP) website and how to access training opportunities and resources on this site.

All 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 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 providing 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 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.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Record their concerns if they are worried 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 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 2022.
- Support pupils in line with their child protection plan, child in need plan, LAC care plan.
- Treat information with confidentiality but never promise to "keep a secret".
- Notify the DSL or 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 this.
- Liaise with other agencies that support children and provide early help.
- Have an awareness of the child protection policy, the behaviour and regulation 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.

Our school also engages in learning opportunities and partnership work with the NSPCC, the Great programme, the Local Authority TETC team, local PCSOs, the Family Health team, the Anna Freud Centre and the North Ashfield SBAP.

Senior Leadership Team responsibilities:

- Engage in inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance, updated December 2020.
- 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 and indicators of abuse through access to 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, supporting their assessment and planning processes including 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 the maintenance of a single central register.
- Provide all staff with support and advice on all matters pertaining to safeguarding and child protection, regardless of their position in school.
- Treat any information shared by staff or children 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 the Department for Education (DfE KCSiE 2022 Part Four 'Allegations made against or Concerns raised in relation to teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two).
- Use the NSCP and NCC updates and information to stay fully informed regarding child protection and safeguarding.

Senior leaders must also ensure they are aware of all children who have social care involvement or who are potentially at risk, and that they monitor provision for these children referring to KCSiE 2022 paragraphs 186, 194 to 196, 'Children potentially at greater risk of harm and children who need a social worker due to safeguarding or welfare needs'.

Teachers including ECTs and Head Teachers – Professional Duty

The Teachers Standards 2012, updated December 2021, reminds us that 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 on the Designated Teacher to for promoting the educational achievement of children who have left care through adoption, special guardianship, child arrangement orders or who were adopted from state care outside England and Wales.

The Designated Teacher and the DSL team are aware of any children meeting the above criteria as are relevant class teachers. The Designated Teachers receives termly updates from the LA Virtual School and attends training updates at least annually. Where appropriate children are informed of who the Designated Teacher is, and are given the emotional support they require e.g. open talk time and ELSA sessions.

Designated Safeguarding Lead

We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Senior DSL is the head teacher and their responsibilities are explicit in their job description.

Due to the high profile of safeguarding at our school and the high number of vulnerable children, we have two Deputy DSLs who work closely with the Senior DSL to share information, discuss cases and support children and staff.

Our Deputy DSLs have received the same training as our Senior DSL. 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.

Note: in our school the family support worker is a Deputy DSL, but is the key person who manages referrals, attends child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature due to the nature of her role. The Senior and Deputy DSLs liaise regularly to share information about children open to social care or potentially at risk of harm.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children. Our DSL team will ensure there is a procedure followed by all members of the school community in cases of suspected abuse.

The Senior Designated Safeguarding Lead is expected to:

Note: in our school the family support worker is a Deputy DSL, but, because of her role and professional experience and expertise, is the key person who manages referrals, attends child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature due to the nature of her role.

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 has left due to risk or harm to a child.
- 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.
- Take responsibility for any children subject to safeguarding concerns accessing alternative education arrangements and ensure all necessary safeguards are in place.

The Senior DSL and DSL team meet on a regular basis, both informally and more formally to ensure everyone is fully informed and able to respond to the needs of children subject to safeguarding concerns. The school supports vulnerable children and children subject to safeguarding concerns by:

- Close liaison with all partner agencies to support and deliver safeguarding plans
- Staff knowledge of children and their circumstances and needs
- A range of interventions supporting pupils' emotional well-being
- Monitoring attendance at school and intervening when this falls below expected levels
- Having key policies and procedures in place including peer on peer abuse and sexual violence and harassment.
- Support, advice and challenge for parents and carers

Work with others

- As required, liaise with case managers as per Part Four of KCSiE 2022 and the LADO where there are child protection concerns or allegations relating 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, and act as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings 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, updated December 2020, and with local NSCP procedures and practice guidance.
- Ensure all designated safeguarding leads and governing body members are aware of local arrangements put in place by the NSCP, and know how to access the NSCP website and training.

A member of the DSL team will attend the half termly NCC Designated Safeguarding Lead Focus Group Meetings at schools around the county and feedback information to other staff to raise awareness of emerging threats and risks.

Undertake training

- Formal DSL 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 Senior DSL is responsible for their own training and will obtain access to resources or any relevant refresher training.
- The Senior DSL is also responsible for ensuring all staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

Training due to take place in 2022 – 23 includes:

- LA CRB Coping with Risk-taking Behaviours and de-escalation techniques whole school training update
- LA TETC team training on radicalisation and the Prevent Duty

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 NSCP operates, the conduct of a child protection conference, and how to contribute to these effectively when required to do so.
- Ensure 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 or disabilities, and young carers.
- Be able to keep detailed, accurate, secure digital 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 2022 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe online and when learning at home (KCSiE 2022 Part Two and Annex D).
- Encourage a culture of protecting children and listening to their wishes and feelings.

Raise awareness

- Ensure child protection policies and procedures are known, understood, and used appropriately.
- Ensure 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 the child protection policy is available to parents and carers and uploaded to the school website.
- 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 Files

- The Senior DSL is responsible for ensuring that when a child leaves the school any child protection, child in need or confidential files, stored electronically on CPOMS or in paper format, are transferred to the new school at the same time as the child is added to his or her new school or education provision roll. Files will migrate electronically on admission, be printed out and delivered in person obtaining a signed receipt, or be posted by registered post.
- Where children leave for Elective Home Education, all Local Authority paperwork will be completed in a timely fashion, indicating clearly where there are any safeguarding concerns. Safeguarding concerns will be forwarded to the designated contact following the procedure above.
- Where children leave primary school, all safeguarding records will be delivered to secondary settings in line with the procedure above. Contact will be made with relevant safeguarding staff where a face to face conversations would be beneficial to children's safety and transition.
- A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record of the cohort of children who have or have had a social worker and social care involvement will be maintained.
- The school will maintain, keep and store records where a concern about a child has been identified in line with statutory guidance in KCSiE 2022.
- 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 Senior or Deputy DSL will always be available (during school hours) for staff in 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. The Deputy DSL will be available all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2022 Part Two and Annex C.

Head teacher

The head teacher of the school will ensure that:

- The policies and procedures adopted by the governing body, particularly those concerning referrals of cases of suspected abuse and neglect, are understood, and followed by **all** staff.
- The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Leads 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.
- 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.
- There are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2022.
- 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, 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 2022. If the allegation is against the Head teacher, then the Chair of the Governing Body 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 and in relation to KCSiE 2022, ensuring policies, procedures and training in school are effective and comply with the law at all times.

The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded in 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 to 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, updated December 2020) 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 2022 from paragraph 114 to 122, 389 to 379, 475 and page 155, the additional clarification about GDPR and withholding information.
- Ensuring cooperation with the Local Authority and other safeguarding partners.

- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection and safeguarding, and ensuring a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2022 Part One and 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.
- **New** Ensuring all members of the governing body undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective, and to support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- 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, including should any allegations be made against the head teacher.
- Collectively ensuring 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 2022 and NSCP guidance.
- Ensuring that staff undergo safeguarding and child protection training at induction and 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 exercising disciplinary functions in respect of dealing with a complaint KCSiE 2022 Part Four Section One.
- **New** Ensuring arrangements and procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the 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. Ensuring the school has policies and procedures and that all staff are trained to recognise and respond to incidents and that there are resources to manage actions and support for those involved.
- **New** Being alert and responding to harmful online challenges and hoaxes, including providing information and advice to parents and carers, and signposting where to get help and support.
- Being alert to the growing concerns involving knife crime and ensuring 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.

- **New** Seeking assurances that when the school premises are used for non-school activities, the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspecting them as needed, including liaising with the Head teacher. This will apply regardless of whether or not children who attend the provision are on the school roll (KCSiE 2022 paragraphs 165 to 166).
- 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 being 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 Deputy DSL will also have details of the child’s social worker and the name of the Assistant Head of the Virtual School and 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 well-being 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 remain vulnerable potentially and all staff will be informed of the importance of maintaining support for them through our school pastoral system. 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. KCSiE 202 paragraph 186 to 197

Children with Special Educational Needs

We recognise that children with special educational needs or disabilities (SEND) can face additional safeguarding challenges on and offline. 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 that they may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving 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 recognises 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 may face 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.
- recognising and having in place additional support to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation, and enable them to have confidence and the ability to stay safe online, either in school or outside the school environment.

Additional arrangements for safeguarding children with SEND in our school include lifting and handling procedures, policies relating to personal care including toileting, management of medication and staff trained in open talk time, ELSA and Draw and Talk, interventions which support children to talk about their lived experience and enable them to make disclosures in ways which support their communication styles.

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, a discussion should always take place with the Senior or Deputy DSL 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 or immediately to the police if at imminent risk of harm. In our school this should be done by the Deputy DSL in the first place or, if unavailable, by the Senior DSL. If none are available a referral can be made by a member of staff, who should then inform the DSL team.

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 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 should 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, outlining what was said and commenting on the child's body language. This should then be uploaded to CPOMs, the school's electronic recording system.
- 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 tell them and let the child know that this information will now have to be passed on.
- The DSL 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 will only be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.
- **New** If unsure, the DSL should contact the MASH Consultation Phone Line during office hours where a conversation, without naming children, can be held with a qualified social worker. No record of the conversation will be made as this is purely an advice line.

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; they **must not** be given promises that any information about an allegation will not be shared.

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

The head teacher or member of 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, now known as Rapid Reviews, RRs, 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 and well-being of children (Working Together to Safeguard Children 2018, updated December 2020).

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

- DfE KCSiE 2022 provides clarity on information sharing processes and GDPR including Annex C which makes clear powers to hold and use information when promoting children's welfare.

- HM Working Together to Safeguard Children 2018 Paragraph 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, updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.
- NSCP Policy and Practice Guidance.
- The chair and vice chair of governors have completed GDPR Information Sharing training.

Records and Monitoring

KCSiE 2022 paragraphs 68 to 70, Part Four, Part Five, Annex C

Our school maintains high quality records using the CPOMs electronic system. Staff access at least 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 on CPOMs, our electronic recording system, as soon as possible and 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 teacher or member of staff be asked to take or consider taking photographic evidence of any injuries or marks to a child's person. This action could lead to the staff member being taken into managing allegations procedures. Instead body maps should be used in accordance with guidance to identify any injury, marks, bruising or touching to a child.

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 open to social care.

All safeguarding, child protection and welfare concerns will be recorded electronically on CPOMs. Where children are open to social care this will be recorded on the front page of their CPOMs file, with details of all professionals involved. Any member of staff can record any concern they have regarding the child, speaking to a member of the DSL team first where necessary.

The main pupil file, held in the school office, will have a **red dot** in the top right-hand corner to denote child protection concerns exist.

Our school will ensure all our 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 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 wider picture becomes known.

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

KCSiE 2022 paragraphs 13-14,47, 53, 68, 76,81, 94, 98,101 137, 170 to 198 and Annex C.

The establishment of a Child Protection, CiN or Confidential Safeguarding front page on CPOMs 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 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. Professional judgement will be an important factor when making this decision and will need clear links between pastoral staff and those with DSL responsibilities in school.

The front page can be active or non-active in terms of monitoring e.g. when a child is no longer subject to a child protection plan, and this can be recorded on the front page as a start and end date. If future concerns arise, it can be re-activated and indicated as such on the front page as new information arises.

A child protection front page should be commenced in the event of:

- A referral to MASH or children's social care.
- A number of minor concerns on the child's CPOMs record.
- Any child open to social care.

All child protection front pages will contain the following:

- A chronology of events.
- Detailed records of concern and body maps, 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 or children's social care immediately.

Records will be kept up to date and reviewed regularly by the Deputy DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements. Any original notes will be scanned into CPOMS as they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

File maintenance and security is supported by CPOMS. The Deputy DSL accesses regular updates and ensures any security information is passed on to relevant staff.

Transfer of child protection, child in need, LAC, or confidential files (statutory requirement):

Our school will adopt the file transfer guidance contained in KCSiE 2022 and ensure when a child moves school or education provision their child protection file is sent securely to their new educational setting as the child leaves the school.

For those children subject to social care and safeguarding agency involvement, the school will ensure the file evidences the child's journey and includes key information as described in KCSiE 2022. Should a child subject to social care involvement transfer schools or education provider we will ensure their child protection file **is transferred within 5 days** as required by KCSiE 2022 page 163 and 164.

Our Senior or Deputy DSL will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

New In accordance with KCSiE 2022 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing with the new school or provider in advance of the child leaving to allow the new school to support children who have had a social worker or been victims of abuse, including those who are currently receiving support through the Channel programme.
KCSiE 2022 page 163 and Annex C.

Recording Practice

Timely and accurate recording will take place using CPOMs where there are any issues regarding a child. A recording of each and every incident or concern will be made, including any telephone calls to other professionals. These will also be recorded and kept within the child protection file as over time they are likely to help identify 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 actions 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 or children's social care in line with the NCC Pathway to Provision Version 9.1 document published May 2021, or any later edition made available by NSCP.

Such robust practice across child protection, 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 have a systematic means of monitoring children known or thought to be at risk of harm, including through ongoing dialogue with pastoral staff. They will ensure that we contribute to assessments of need and support multi-agency plans for these children.

Educating Young People – Opportunities to teach safeguarding

KCSiE 2022 paragraphs 128 to 134, Annex A & Annex C Online Safety page 134 to 147.

We teach children about online risks associated with social networking **including youth produced imagery** in an age-appropriate way to prevent them from harm. We provide them with the knowledge and skills to help them navigate risks, including online safety, remote learning, information security, online safety platforms and safe use of mobile phones. We will ensure appropriate filters and monitoring systems are in place and regularly review their effectiveness.

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment, in school or at home. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and IT.

We will ensure a whole school approach is in place to give children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including incidents of sexual violence and sexual harassment between children.

Where children have been identified to use school laptops to support learning at home a written agreement will be signed by parents or carers which sets out how the laptop should be used. A member of staff will discuss this with parents and children before the laptop is taken home. Should any concerns arise about how the laptop is being used, it will be returned to school and concerned addressed through the usual channels.

New We will carefully consider mobile phone use and how this is managed in school. Where children bring mobile phones to school, they will hand them into the school office as they arrive and collect them as they leave. Children will not have access to mobile phones throughout the school day.

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.common sense media.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=EAlaIqObChMIktuA5LWK2wIVRYXVCh2afq2aEAA YASAAEgIJ5vD_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=EAlaIqObChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE&gclidsrc=aw.ds 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 NCC LA Flow Chart 2022 – 23 What to do if you are worried a child is being abused at risk of harm or neglect
Appendix 2 Body Maps Guidance and Body Maps
Appendix 3 Child-on-child abuse and sexual violence and sexual harassment policies from September 2022 to 2023.
Appendix 4 Online Safety Policy including child friendly acceptable use of IT policies

Abbey Hill Primary and Nursery School
Child Protection and Safeguarding Flow Chart
What to do if you are worried a child is being abused, at risk of harm or neglect



Actions where there are concerns about a child's welfare in and out of school:

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, or sexual harassment

- Listen to what they say, keep calm, reassure they are right to tell, and say you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next.
- Do not promise confidentiality, say you will need to share and report the information to appropriate services.
- **DO NOT DELAY** in taking any immediate necessary action to protect the child and ensure a Designated Safeguarding Lead is informed or a member of the Senior Leadership Team in the DSL's absence.

Discuss concerns with the Senior or Deputy Designated Safeguarding Lead

- The Safeguarding Leads will consider further actions including consultation with Children's Social Care or MASH if a new concern.
- All concerns and discussion, decisions and reasons for decision should be recorded on CPOMS and a child protection file page should be completed. A red dot should be put on the child's general file to indicate there is a confidential concern on CPOMS.
- At all stages the child's circumstances should be kept under review and re-referred if concerns remain, to ensure the child's circumstances improve.

The child's best interests must come first.

Where concerns remain refer to MASH Multi-Agency Safeguarding Hub or Social Care

Have child and family's personal details to hand and be clear about concerns and allegations.

The safeguarding concern is resolved or no longer held

Agree support, record decisions and any follow up actions needed.

MASH Tel: 0300 500 80 90

Consultation Line Tel: 0115 977 4247

Office hours Monday to Friday

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 or concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.

www.nottinghamshire.gov.uk/nscp

**Out of hours
Emergency
Duty Team
5pm – 8.30am
Tel: 0300 4564546**

**NSPCC
Whistle blowing
Tel: 0800 028 0285**

Police Tel:101

Unmet needs identified

Decide what actions are needed to support the child.

**Consult with the child,
family and relevant
agencies**

Agree support, refer to NSCP guidance Pathway to Provision version 9.1.

Contacts: for any allegations or concerns regarding an adult who works with children, in either paid or voluntarily employment, contact the LA Designated Officer (LADO) for referral on 0115 8041272. For the LADO Strategic Lead tel: 0115 9773921

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

This flow chart is a brief guide – for further details refer to our school Child Protection Policy

Appendix 2

Body Map Guidance for Schools

Body maps are available electronically on CPOMs and should be used to document and illustrate visible signs of harm and physical injuries in children. **Medical assistance should always be sought where appropriate.**

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

***At no time should an individual teacher or member of staff be asked to take or consider taking photographic evidence of any injuries or marks to a child's person. This type of action could lead to the staff member being taken into managing allegations procedures. Instead 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 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 centimetres or inches.
- Approximate shape of injury e.g. round, square, 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 or any blistering or bleeding?
- Is the injury clean or is there grit or fluff etc. present?
- 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 or are they holding themselves differently?

Add any further comments when the body map is completed on CPOMs.

Ensure First Aid is provided where required and record.

BODY MAP

This must be completed at time of observation

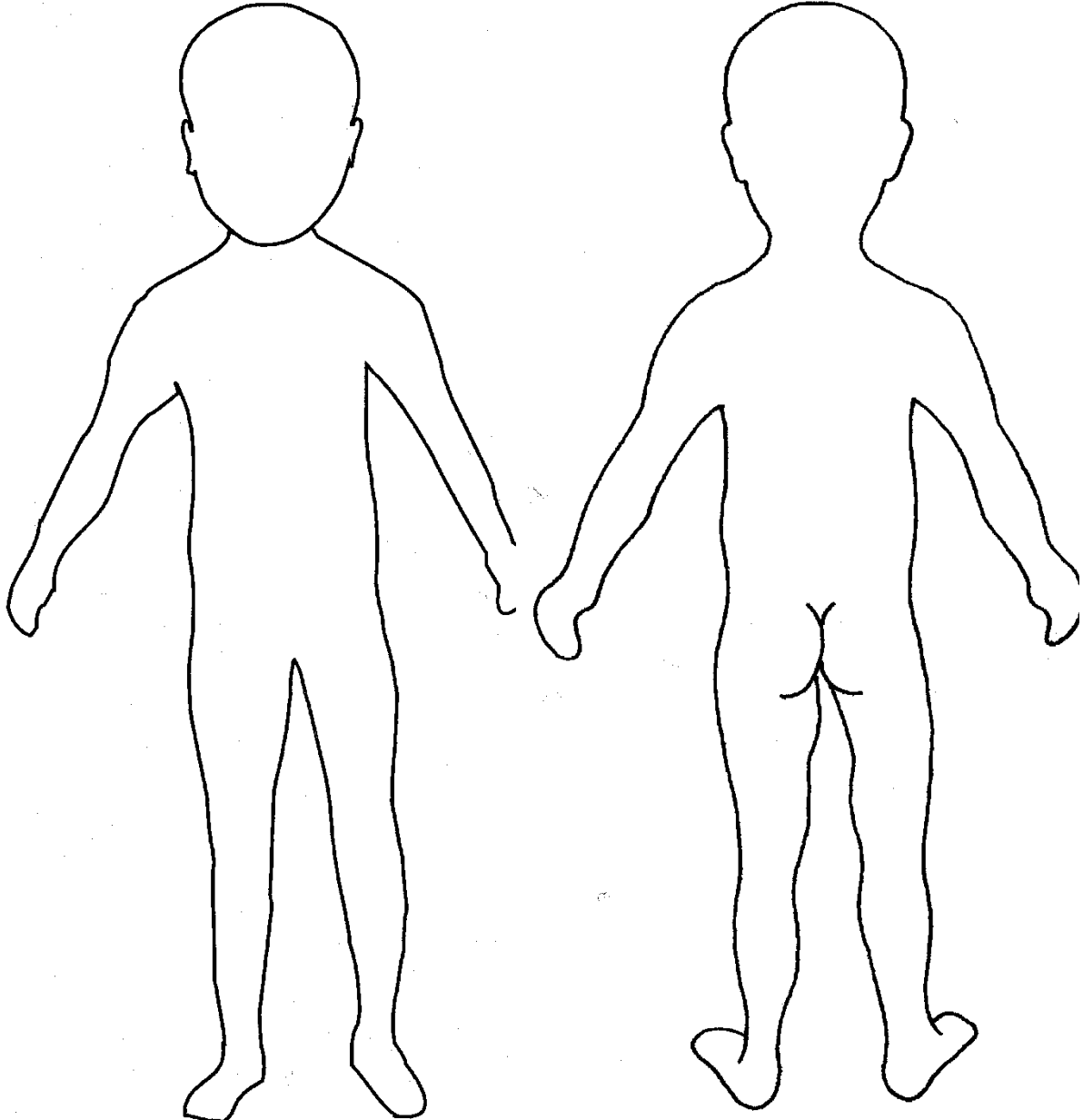
Name of Child:

Date of Birth:

Name of Worker:

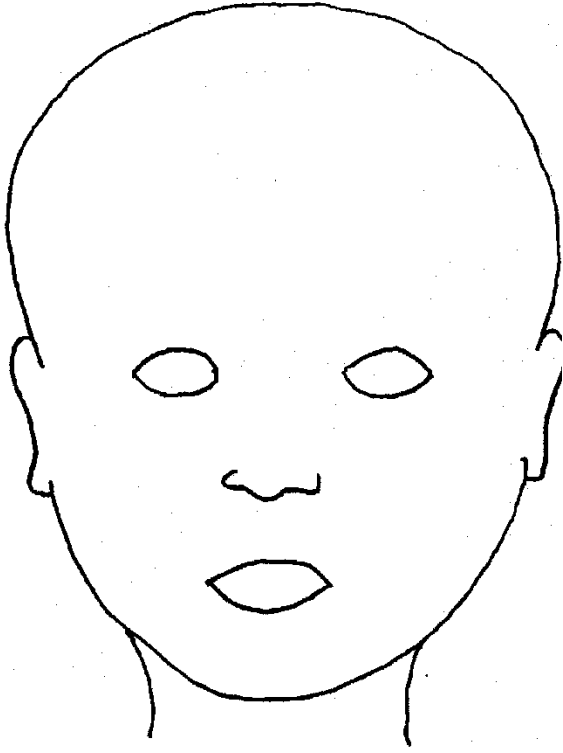
Agency:

Date and time of observation:

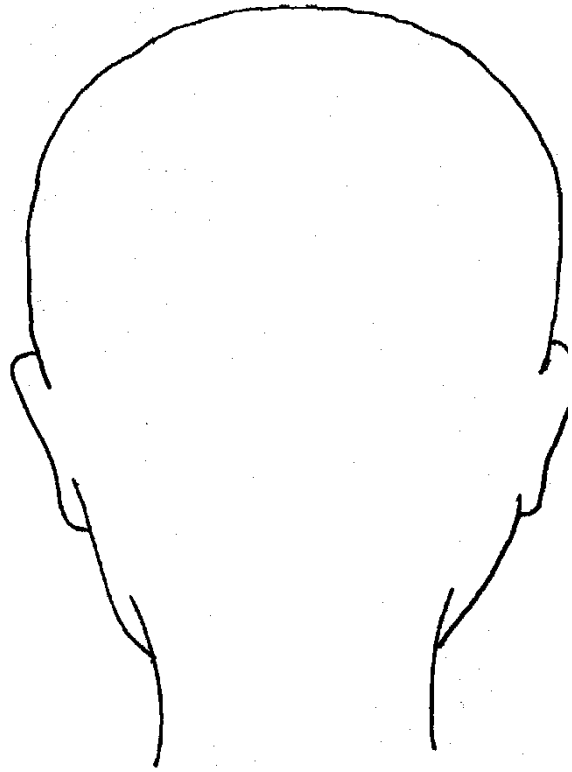


Name of
Child: _____

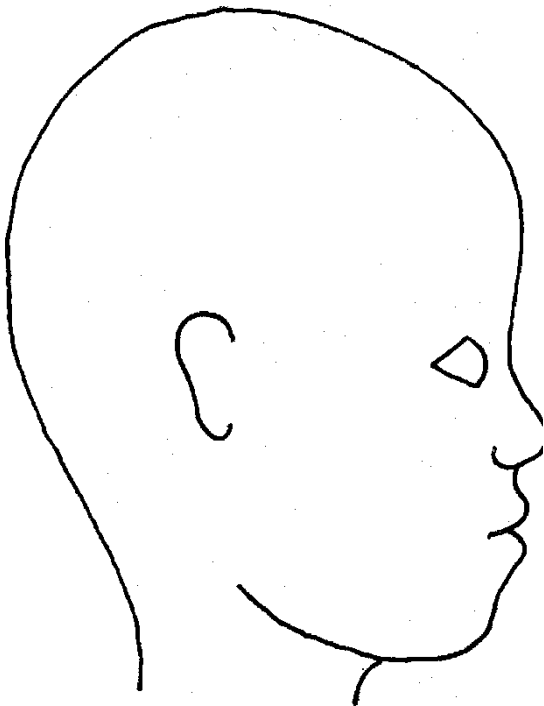
Date of
observation: _____



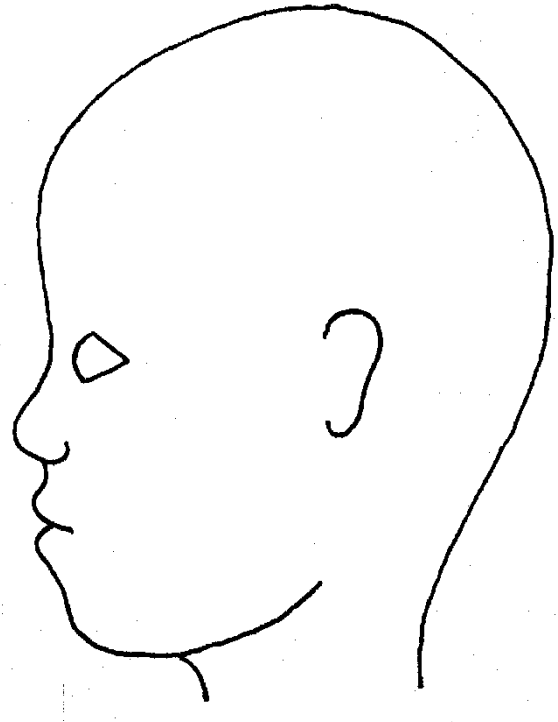
FRONT



BACK



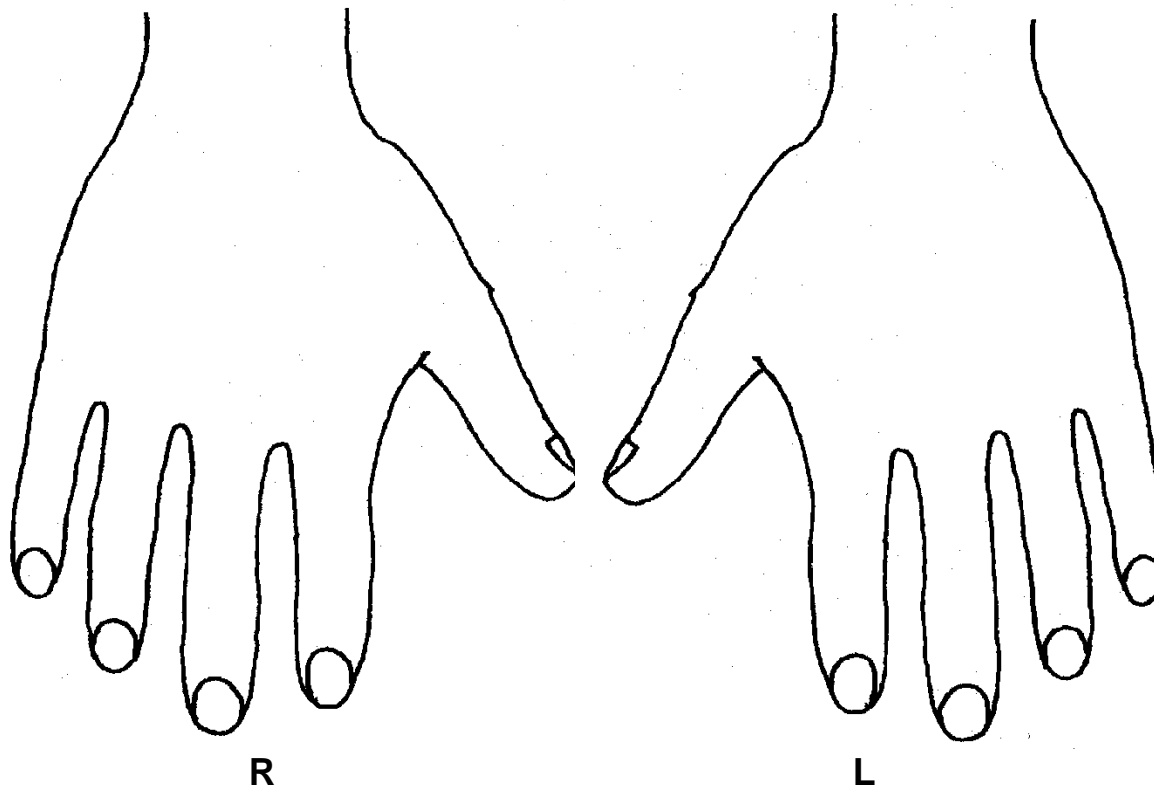
RIGHT



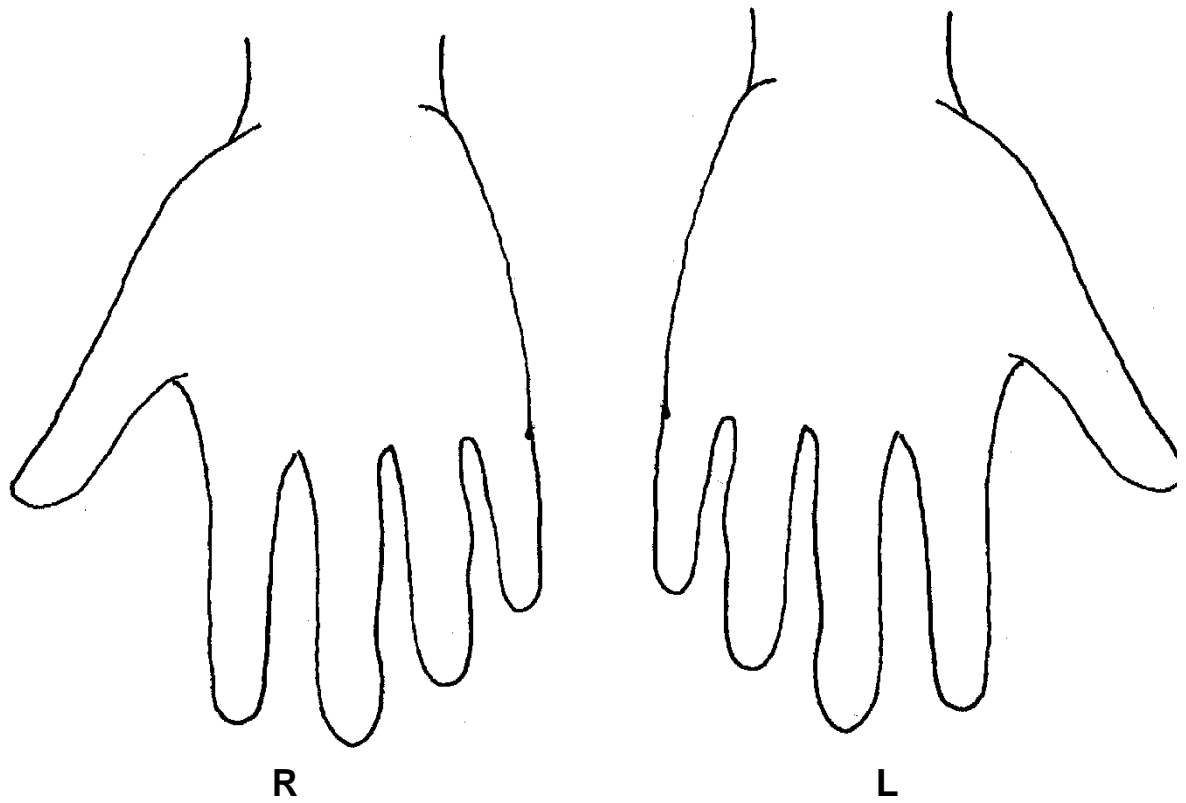
LEFT

Name of Child: _____

Date of
observation: _____



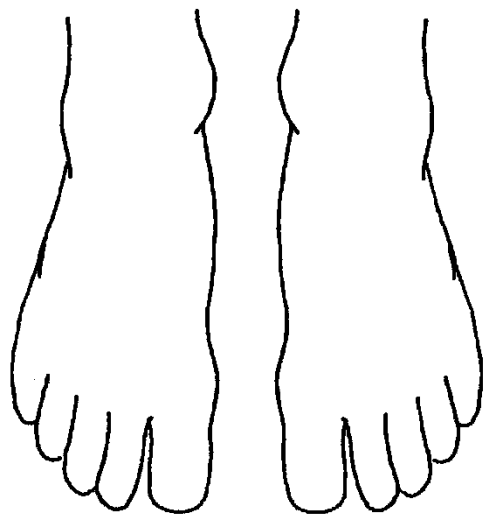
BACK



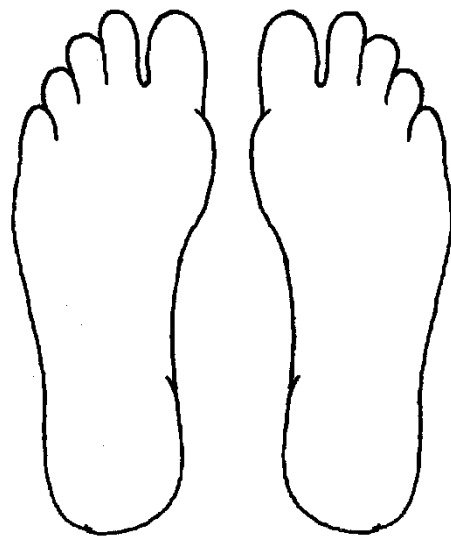
PALM

Name of
Child: _____

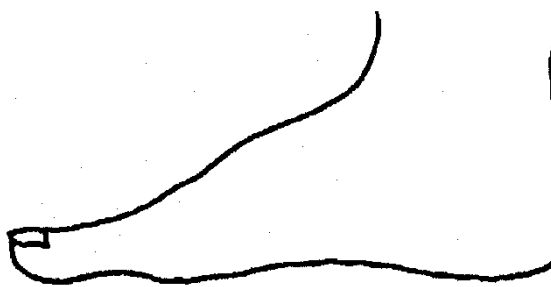
Date of
observation: _____



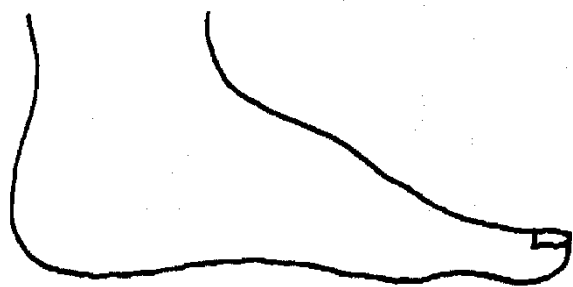
R TOP L



R BOTTOM L



R

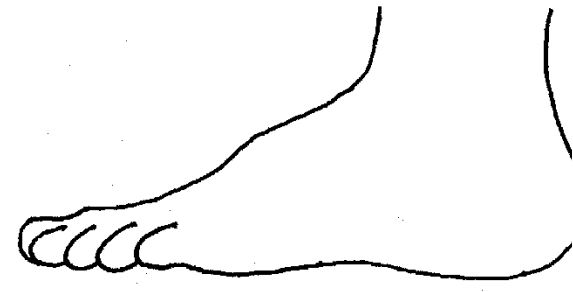


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:



Appendix 3

Abbey Hill Primary and Nursery School Online Safety Policy

Key Roles and Responsibilities

Designated Safeguarding Leads: Ms H Chambers and Ms S Jeffs

Online Safety Lead:

Online Safety Link Governor: Mr K Simpson

Network Manager: Mr C Savage (Infotech)

Overview

Our children grow up in an increasingly complex world, living their lives on and off line. This presents many positive and exciting opportunities, as well as challenges and risks. The use of the latest technology is actively encouraged at Abbey Hill but with this comes a responsibility to protect both pupils and the school from abuse of the system.

Online safety is an integral part of safeguarding and this policy is written in line with Keeping Children Safe in Education 2022 (KCSIE) and other statutory documents. It is designed to sit alongside the school's Child Protection and Safeguarding Policy.

The Designated Safeguarding Lead (DSL) will take lead responsibility for any online safety issues and concerns and follow the school's safeguarding and child protection procedures.

Aims

This policy aims to:

- Set out expectations for all members of the Abbey Hill community when using digital technology.
- Help all stakeholders to recognise that standards for online and digital behaviour, including social media activity, apply beyond the confines of the school gates and school day, regardless of device or platform
- Promote the safe, responsible and respectful use of technology to engage children in their learning, to improve attainment, and to prepare children for the opportunities and risks of the digital world, to enable them to survive and thrive online
- Help school staff understand their roles and responsibilities to work safely and responsibly with technology and the online world:
 - for the protection and benefit of the children in their care
 - for their own protection, minimising misplaced or malicious allegations
 - to understand their own standards and practice
 - to support the school's ethos, aims and objectives and protect its reputation in the wider community
- Establish clear procedures for managing any online incidents.

This policy applies to all members of the Abbey Hill community including staff, pupils, parents and carers, governors, volunteers, visitors and contractors who have access

to our digital technology, networks and systems, whether on-site or remotely at any time.

Roles and Responsibilities

Our school is a community and all members have a duty to behave respectfully and to report immediately any concerns or inappropriate behaviour online or offline in order to protect staff, pupils, families and the reputation of the school. We learn together, make honest mistakes together and support each other in both the online and offline world.

Head teacher Responsibilities

- Foster a culture of safeguarding where online safety is fully integrated into whole-school safeguarding.
- Oversee the activities of the DSL team and ensure that DSL responsibilities listed in the section below are being followed and fully supported (at Abbey Hill the head teacher is also a DSL).
- Ensure that policies and procedures are followed by all staff.
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and guidance from Nottinghamshire Children's Safeguarding Partnership (NSCP).
- Liaise with the DSL team and the online safety lead on all online safety issues and receive regular updates on local and national guidance.
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling.
- Work with the DSL team and school business manager to ensure a GDPR compliant framework for storing data, ensuring child protection is always put first and data protection processes support the legal sharing of information.
- Ensure the school makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles.
- Be responsible for ensuring all staff receive suitable training to carry out their safeguarding and online safety roles.
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- Ensure suitable risk assessments are undertaken so the curriculum meets the needs of pupils, including risk of children being radicalised.
- Ensure the governing body is regularly updated on the nature and effectiveness of the school's arrangements for online safety.
- Ensure the school website meets statutory requirements.

Designated Safeguarding Team and Online Safety Lead Responsibilities

The DSL team will take lead responsibility for Child Protection and Safeguarding including online safety.

The Online Safety Lead will work alongside the Deputy DSL to ensure an effective approach within the school.

The Online Safety Lead and the Deputy DSL will meet on a regular basis.

- Liaise with the Local Authority TETC team and work with other agencies in line with Working Together to Safeguard Children.

- Take day to day responsibility for online safety issues and be aware of the potential for serious child protection concerns.
- Work with the headteacher and school business manager to ensure a GDPR compliant framework for storing data, ensuring child protection is always put first and data protection processes support the legal sharing of information.
- Stay up to date with the latest trends in online safety.
- Receive regular updates in online safety issues and legislation and be aware of local and national trends.
- Ensure online safety education is embedded across the curriculum and in the wider life of the school.
- Promote an awareness and commitment to online safety throughout the school community, with a strong focus on parents including hard-to-reach parents.
- Liaise with school technical, pastoral, and support staff as appropriate.
- Communicate regularly with the senior leadership team and safeguarding governor to discuss current issues, review incident logs and discuss filtering and monitoring.
- Ensure all staff are aware of the procedures to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident.
- Oversee and discuss appropriate filtering and monitoring with the technical support manager and ensure staff are aware.
- Ensure the 2022 DfE guidance on sexual violence and harassment is followed throughout the school and that staff adopt a zero-tolerance approach to this, as well as to cyber-bullying.
- Facilitate training and advice for all staff on KCSIE Part 1 and Annexes A and C

Whole Staff Responsibilities

- Understand that online safety is a core part of safeguarding and as such it is part of everyone's job – never think that someone else will pick it up.
- Know who the Designated Safeguarding Lead and Online Safety Lead are.
- Read Part 1, Annex A and Annex B of Keeping Children Safe in Education 2022.
- Read and follow this policy in conjunction with the school's main child protection and safeguarding policy.
- Report and record online-safety incidents in the same way as safeguarding incidents.
- Sign and follow the Staff Code of Conduct.
- Notify a member of the DSL team if policy does not reflect practice in our school and follow escalation procedures if concerns are not promptly acted upon.
- Identify opportunities to thread online safety through all school activities, both in the curriculum and outside the classroom, making the most of unexpected learning opportunities as they arise.
- Monitor what pupils are doing and consider potential dangers and the age appropriateness of websites whenever teaching online lessons. Encourage sensible use by pupils at all times.
- Supervise and guide pupils when engaged in learning activities involving online technology, supporting them with search skills, critical thinking e.g. challenging fake news, age appropriate materials and data law. Ensure lessons cover how to keep personal information private, and help pupils

navigate the virtual world, challenge harmful content and balance online and offline worlds.

- Explain and discuss the pupil acceptable use policy, refer to it regularly in lessons and whenever an incident arises.
- Notify the DSL team of new trends and issues before they become a problem.
- Take a zero-tolerance approach to bullying and low-level sexual harassment online.
- Be aware that you are often most likely to see or overhear online-safety issues, particularly relating to bullying and sexual harassment and violence in the playground, corridors and other communal areas outside the classroom – always inform the DSL team.
- Receive regular updates from the DSL and maintain a professional curiosity for online safety issues.
- Model safe, responsible and professional behaviours in their own use of technology. This includes outside school hours and off the school site, and on social media, in all aspects upholding the reputation of the school and all staff.
- Follow the remote learning policy and teacher protocols during any part or full school closure.

Governor Responsibilities

- Understand that online safety is a core part of safeguarding and as such it is part of everyone's job in our school.
- Know who the Designated Safeguarding Leads (DSL) and Online Safety Coordinator (OSC) are.
- Read Part 1, Annex A and Annex C of Keeping Children Safe in Education 2022.
- Read and follow this policy in conjunction with the school's main child protection and safeguarding policy.
- Notify a member of the DSL team if policy does not reflect practice in our school and follow escalation procedures if concerns are not promptly acted upon.
- Model safe, responsible and professional behaviours in their own use of technology. This includes outside the school hours and site, and on social media, in all aspects upholding the reputation of the school and the governing body.

PHSE Lead Responsibilities

As listed in whole staff responsibilities plus:

- Embed consent, mental well-being, healthy relationships and staying safe online in the PSHE and Relationships Education curriculum, and how to use technology safely, responsibly and respectfully. Ensure lessons cover how to keep personal information private, and help pupils navigate the virtual world, challenge harmful content and balance online and offline worlds.
- Work closely with the DSL team and all other staff to ensure an understanding of the issues, approaches and messaging within PSHE and Relationships Education.

Computing Curriculum Lead Responsibilities

As listed in whole staff responsibilities plus:

- Oversee the delivery of the online safety element of the Computing curriculum in accordance with the National Curriculum.

- Work closely with the DSL team and all other staff to ensure an understanding of the issues, approaches and messaging within Computing.
- Collaborate with technical staff and others responsible for IT use in school to ensure a common and consistent approach, in line with the acceptable use policy, including any arrangements for remote learning.

Network Manager Responsibilities

As listed in whole staff responsibilities plus:

- Keep up to date with the school's online safety policy in order to carry out their online safety role effectively and to inform and update others.
- Work closely with the DSL team and online safety lead to ensure that school systems and networks reflect school policy.
- Ensure the above stakeholders understand existing services and any changes to these systems especially in terms of access to personal and sensitive records, to data and to systems such as access to YouTube, web filtering settings, sharing permissions for files on cloud platforms etc.
- Support and advise on the implementation of appropriate filtering and monitoring as decided by the DSL and senior leadership team
- Maintain up-to-date documentation of the school's online security and technical procedures.
- Report any online-safety related issues that come to their attention in line with school policy.
- Manage the school's systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls.
- Monitor the use of school technology, online platforms and social media presence and ensure any misuse or attempted misuse is identified and reported in line with school policy.

Pupil Responsibilities

- Read, understand, sign and keep to the pupil acceptable use policy.
- Understand the importance of reporting abuse, misuse or access to inappropriate materials.
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology.
- Understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school, and realise that the school's acceptable use and remote learning policies cover actions out of school, including on social media.
- Understand the benefits and opportunities and the risks and dangers of the online world and know who to talk to at school or outside school if there are problems.

Volunteer, Visitor and Contractor Responsibilities

- Read, understand and adhere to the acceptable use policy.
- Report any concerns, no matter how small, to the Designated Safeguarding Lead or online safety led as named in this policy.
- Maintain an awareness of current online safety issues and guidance.
- Model safe, responsible and professional behaviours in their own use of technology.

Parent and Carer Responsibilities

- Read the pupil acceptable use policy and encourage their children to follow it.
- Inform school if they have any concerns about their children's use of technology.
- Promote positive online safety and model safe, responsible and positive behaviours in their own use of technology, including on social media. Refrain from sharing images or details of others without permission and from posting negative, threatening or violent comments about others, including school staff, volunteers, pupils or other parents and carers.

Curriculum

The following subjects have the clearest online safety links:

- PSHE, Relationships Education and Citizenship
- Computing

At Abbey Hill we recognise that online safety and wider digital resilience must be a thread throughout the curriculum.

Curriculum plans and schemes of work, including for SEND pupils, are used as an opportunity to focus on the key areas of self-image and identity, online relationships, online bullying, managing online information and online privacy.

We follow a curriculum framework based on the National Curriculum which helps to equip children for life in a digital world. Online safety themes are also integrated regularly into our assemblies.

Handling Concerns and Incidents

It is crucial that all staff recognise online safety is a part of safeguarding, as well as being a curriculum strand of Computing, PSHE and Citizenship. Non-teaching staff will often have a unique insight and opportunity to find out about issues first in the playground, corridors and other communal areas outside the classroom particularly relating to bullying and sexual harassment and violence.

Concerns must be handled in the same way as any other safeguarding concern; staff should speak to the DSL team or the online safety lead if something is of concern to them and record it on our CPOMs electronic safeguarding system.

We will take all reasonable precautions to ensure online safety, but recognise that incidents will occur both inside school and outside school, and that those from outside school will continue to impact on pupils when they come into school. All members of staff are encouraged to report issues swiftly to allow us to deal with them quickly and sensitively through the school's safeguarding procedures.

Any suspected online risk or incident should be reported to the DSL on the same day – where urgent, it will be made immediately.

Any concern or allegation about staff misuse should be referred directly to the head teacher, unless the concern is about the head teacher in which case the complaint should be referred to the chair of governors and the LADO, Local Authority Designated Officer. Staff may also use the NSPCC Whistleblowing Helpline.

The school will also seek support from other agencies as needed e.g. the Local Authority, NSCP, Notts Prevent Officer, Police). We will inform parents and carers of online safety incidents involving their children and, where staff or pupils engage in or

are subject to behaviour which we consider is particularly disturbing or breaks the law, the police.

System Security

- All computers and laptops are password protected. Passwords are changed on a regular basis.
- Staff and pupils should not make deliberate attempts to disrupt or damage the school network, any device attached to it or any data stored on it or transmitted across.
- Staff should not alter school hardware in any way.
- Pupils should not attempt to gain unauthorised access to anyone else's user area or to any information which they are not authorised to access.
- All users should log out of any device properly as well as ensure the device is shutdown in order to protect user data.

Monitoring

The school reserves the right to monitor the use of the network, internet and e-mail systems. If it is discovered that any of the systems are being abused or that the terms of this policy are being breached, appropriate disciplinary action will be taken.

Property

Staff and pupils should treat any property belonging to the school with respect and reasonable care and report any faults or breakages to the school's business manager.

Viruses

Staff and pupils should be aware of the potential damage that can be caused by computer viruses. They **must not** download, install or run any programs or data including computer games or open emails from unknown or unidentifiable sources.

The Internet

The School recognises the benefits of using the internet, as well as its risks and challenges. The internet facility is provided for school related activities only. The school internet system has a filtering and monitoring system run by FortiNet and Managed Engine, which monitor and filter all website access. Any inappropriate material, whether it be sexual, violent, extremist or illegal in nature will be blocked and the System Administrator alerted, who will in turn alert the DSL team and the online safety lead.

Viewing, retrieving or downloading any material that the school considers inappropriate will result in appropriate disciplinary action.

Personal Safety and Responsibilities for Staff, Pupils and Parents

Staff

It is crucial that staff are careful about content they search out or download. Every time you view a page on the internet, it is possible to trace your visit back to the school computer. This means that it is possible to tell if the school computer was being used to look at inappropriate web pages.

Staff **must** ensure that films or other material shown to children are age appropriate.

Staff must be aware of their responsibilities to the school when using social networking sites such as Facebook. Our staff code of conduct and confidentiality policy must be adhered to at all times, even outside of working hours. It is important to maintain your status as a professional teacher.

Disciplinary action could result if the school is brought into disrepute.

- Staff must not post anything on any online site that could be construed to have an adverse impact on the school's reputation.
- Staff must not post photos related to the school on any internet site including pupils, parents, staff or the school uniform.
- Staff must not form online friendships with pupils and parents.
- Staff will be required to attend an annual safeguarding training, including online safety.
- Staff should use their school email account for all school-related communications.
- Staff members should refer to the Staff Code of Conduct for more detailed information.

Pupils

- The school will deliver internet safety lessons regularly. Pupils will be taught how to stay safe when working online at school and at home.
- Pupils should not post anything on to social networking sites that would offend any other member of staff, pupil or parent using the school.
- Pupils should never reveal their full name, address or contact details, any school or network user ID or password online, even to friends or family.
- Pupils should be aware that people online may not be who they say they are and can easily pose as someone else.
- Pupils should employ a healthy mistrust of anyone that they "meet" online unless their identity can be verified.
- Pupils will be taught they must never arrange to meet anyone you have met on the internet - people are not always who they say they are.
- The use of chat rooms and social networking sites are not permitted in school.

Parents

- Parents will be invited to an annual e-safety event run by the school's Network Manager consisting of advice and useful tips to help support them in ensuring their child's safety online.
- Parents will be informed about parental control software available to manage and control their child's internet activity and parental control software services to limit the kind of content children can access through their mobile phones.
- Parents must be aware that parental control software doesn't replace the need for supervision and education when working on the internet.
- We will encourage parents to take an interest in their children's internet use and discuss safety issues relating to the internet.
- Parents should be aware of various age limits on games and social networking sites. These are there for a reason.
- Parents should discuss the care needed when their children meet online "friends" and remind them only to talk to people they know, never to give out any personal details or details of family and friends, even to people they know.
- Parents should encourage their children to tell them if anything online makes them feel uncomfortable.
- Parents should make their child aware of the dangers of meeting someone they have only met online.

- Parents should be aware they are in control and they have every right to check on their children's online activities as well as their mobile phone usage.
- Parents should encourage offline activities. Socialising with friends and taking part in physical activities is really important.

If your child behaves inappropriately online

- Before doing anything, take a deep breath and remain calm. There's lots of information and advice on the <http://www.thinkyouknow.co.uk> site to keep your child safe and access support.
- Have a calm and open conversation with your child to explore what is happening in an honest and supportive way.
- Discuss your concerns with someone you trust e.g. a friend, partner or the school.
- Talk to a professional at the NSPCC helpline on 0808 800 5000 to help you decide the best action to take to ensure your child is safe.

Making a report about something online:

- For concerns about online grooming or sexual behaviour online contact CEOP on <http://www.ceop.police.uk> or click on the 'Report Abuse' button at <http://www.thinkyouknow.co.uk>.
- For criminal sexual or obscene content on the internet report to the Internet Watch Foundation: <http://www.iwf.org.uk>.
- Report directly to your local police force.
- For a child in immediate danger, call 999.

Parents can find out more about how children use social media, the apps they use, the risks they face, how to use privacy settings, and advice and tips about how to talk to children about e-safety at:

- The UK Safer Internet Centre website <http://www.saferinternet.org.uk>
- CEOP's Thinkuknow website <http://www.thinkuknow.co.uk> and <http://www.thinkyouknow.co.uk/parents>
- Internet Matters <http://www.internetmatters.org>
- Childnet <http://www.childnet.com/sns>
- NSPCC <http://www.nspcc.org.uk/onlinesafety>
- Parent Zone <http://www.parentzone.org.uk>
- Ask About Games (where families make sense of video games) <http://www.askaboutgames.com>

Use of School Email

Personal use

Email is provided for school related purposes only. The school monitors the use of email and disciplinary action may be taken if inappropriate uses of personal emails are discovered.

Email should be treated in the same way as any other form of written communication. Anything that is written in an email is treated in the same way as any form of writing. Pupils and staff should not include anything in an email that is not appropriate to be published generally. Any email message which is abusive, discriminatory on grounds of sex, race, disability, sexual orientation or religious belief, or defamatory is not permitted.

Privacy

All files and emails on the system are property of the school. As such, system administrators and staff have the right to access them if required

Secure Documents

All emails of a sensitive or secure nature should be sent using the phrase "secure message". The system will then automatically encrypt the message and any attachments. This uses several strong encryption protocols, and technologies that include Transport Layer Security, Secure Socket Layer (TLS and SSL), Internet Protocol Security (IPSEC), and Advanced Encryption Standard (AES).

Mobile Phones

Staff

- The school accepts that employees will bring their mobile phones to work.
- Mobile phones and personally owned devices brought into school are the responsibility of the device owner. The school accepts no responsibility for the loss, theft or damage of personally owned mobile phones or mobile devices.
 - Employees are not permitted to make or receive calls or texts during lessons or formal school time or use recording equipment on their mobile phones or personal devices to take photographs or videos of children.
 - Staff use of mobile phones during the school day will normally be limited to the morning, lunch and afternoon break and after school.
 - Mobile phones should be switched off (or on silent) and left in a safe place during lesson times.
 - Staff should use phones in designated areas – the staff room or the school office. If a private call needs to be made then a request for a room can be made to the head teacher.
- Mobile phones are **not** permitted in areas where children are present unless a school phone is being used for a medical reason or the teacher is in a remote location e.g. the Pod, or on a class trip. Where there are insufficient school phones, staff members will be permitted to take their own phones on school trips for the purpose of keeping in touch when the whole class is not together. The trip leader will monitor the appropriate use of phones.
- If an employee has a particular reason for a specified period of time, they may request via the head teacher that they leave their phone on during working hours.
- Staff should ensure that their phones are protected with PIN or access codes in case of loss or theft.
- If a staff member breaches the school policy then disciplinary action may be taken as appropriate.

Pupils

The following rules apply for the use of personal mobile phones;

- Pupils are not permitted to bring mobile phones, smartwatches or personally owned devices into school.
- Pupils in KS2 who walk to and from school must hand in their mobile phones at the school office when they arrive in the morning for safekeeping in a locked location during school hours.
- Pupils must collect their mobile at the end of the day just before leaving the school premises.
- If a pupil breaches the school policy then the phone or device will be confiscated and will be held in a secure place in the school office. Mobile

phones and devices will be released to parents or carers when they are able to collect them.

Acceptable Use of IT Policies

Child friendly policies for Key Stage One and Key Stage Two are attached to this policy in Annex 1. They will be displayed in classrooms and on the school's website, and sent home for parents to share with their children. Staff will ensure children understand the policies and refer to them in lessons and whenever incidents arise.