



MODEL CHILD PROTECTION POLICY TEMPLATE 2022/2023

Published: September 2022

For the attention of: All Headteachers, Principals, Governing bodies, Trusts, Senior Designated Safeguarding Leads and Alternative Education Providers

INTRODUCTION

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

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

The LA Model Child Protection Policy template is ONLY a framework and should be seen as a starting point for development to fit your school, academy, or college individual context.

The content within this Child Protection Policy template reflects the statutory requirements within DfE Keeping Children Safe in Education KCSiE 2022, which will come into force on the 1st of September 2022 and replace KCSiE 2021.

You will note that this Child Protection Policy template for September 2022/2023, like last years, has sections reserved for you, your leadership team, senior designated safeguarding lead and governing body or multi-academy trust to specify how you and your school, academy, college or learning environment intend to keep children safe, free from abuse, harm, and risk of exploitation.

STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES

Links to safeguarding legislation, guidance and procedures for Schools, Academies and Colleges

Safeguarding children in education is set out in two main pieces of statutory guidance, links to the statutory safeguarding guidance are available below.

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

Maintained schools - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Academies, free schools, independent schools, alternative education providers - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school and the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children Act) 2021.

Schools and colleges in England **must** have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Children includes everyone under the age of 18.

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

Link to Guidance:

- HM Working Together to Safeguard Children, published 4 July 2018 (updated December 2020).
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- DfE Keeping Children Safe in Education 2022 (KCSiE) in force from 1 September 2022.
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

KCSiE 2022 sets out what schools and colleges should and must do to safeguard children. The substantive changes from KCSiE 2021 are within KCSiE 2022 at Annex F, pages 174 to 176 of the guidance.

Note: all schools, academies, colleges and education providers should read Annex F and ensure all revisions to KCSiE (statutory guidance) are included within their child protection policy for 2022-2023 and reflect the 'safeguarding arrangements' in place within their setting from 1 September 2022.

Additional Guidance: DfE Sexual Violence and Sexual Harassment in Schools and Colleges- Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads published July 2021, has now been included in the main body of KCSiE 2022. Its focus is child on child sexual violence and sexual harassment at schools and colleges and now highlights the importance of ensuring children understand the law on child on child abuse being there to protect them rather than criminalise them (see paragraph 468) and also includes the importance of understanding intra familial harms and any necessary support for siblings following incidents (see paragraph 482) The advice covers children of **all ages**, from primary through to secondary stage and into colleges and online. A child is anyone under the age of 18.

Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance, and the legal framework, including the need for school/colleges to be included as relevant agencies and be part of discussions with statutory safeguarding partners.

It is for individual schools and colleges to develop their own policies and procedures but KCSiE 2022 does emphasise the importance of discussions and working together with statutory safeguarding partners (see paragraph 492).

It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements. The DfE have added clarification to paragraphs regarding the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (see paragraphs 82 to 93) for more detail.

- **What to do if you're Worried a Child is Being Abused (2015)** [What to do if you're worried a child is being abused](#)
- The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college via <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/> or by calling 0800 028 0285- line is available 8.00am to 8.00pm Monday to Friday and email: help@nspcc.org.uk

Local Child Protection and Safeguarding Policy and Practice Guidance

Nottinghamshire Safeguarding Children Partnership (NSCP)

The NSCP is an independent safeguarding partnership which has responsibility for coordinating the work of agencies within Nottinghamshire to safeguard and promote the welfare of children and for ensuring the effectiveness of that work. The NSCP has six Designated Safeguarding Leads from county schools and academies on the membership of the NSCP Partnership Forum, alongside the Safeguarding Children in Education Officer (SCiEO), this acknowledges the pivotal role schools play in local multi-agency safeguarding arrangements. The NSCP provides safeguarding procedures and guidance, delivers a programme of multi-agency training, and monitors safeguarding practice through multi-agency audits, child safeguarding practice reviews and performance information.

The Safeguarding Partnership is key for agreeing how relevant organisations cooperate to safeguard and promote the welfare of children and ensure the effectiveness of what they do. It also provides local practice guidance on child protection issues.

The Nottinghamshire Safeguarding Children Partnership (NSCP) revise their [Interagency Safeguarding Children Procedures](#) at least annually.

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

Safeguarding Information for schools/colleges is accessible via the Nottinghamshire County Council website and the safeguarding section of the Schools Portal.

Some key safeguarding documents, guidance, policy templates and audit tool kits are also available via the NSCP website under Resources - Schools, for Independent schools, and alternative education providers to access.

The Safeguarding Children in Education Officer, is also available for advice, guidance, and information and contactable via email: cheryl.stollery@nottscc.gov.uk or telephone: 0115 8041047

Early Help – Pathway to Provision version 9.1

The threshold for accessing support and service, the [Pathway to Provision Version 9.1](#) was updated in May 2021 and likely to be further updated during 2022. The purpose of the Pathway to

Provision handbook is to support practitioners to identify an individual child's, young person's and /or family's level of need and to enable the most appropriate referrals to access provision.

Link:<http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>

KCSiE 2022 - Developing and Embedding a Whole School Approach to Safeguarding for 2022-2023

KCSiE 2022 Part One Safeguarding Information for all staff (pages 6 to 22):

The guidance in KCSiE 2022 has been further strengthened to make clear the roles and responsibilities of all staff, but particularly those with Designated Safeguarding Lead (DSL) responsibilities, Headteachers and Governing bodies/Trusts. The Senior Designated Safeguarding Lead has a responsibility to ensure members of the senior leadership team, staff and governors read and understand the content of DfE KCSiE 2022 in full and ensure the schools 'safeguarding arrangements' are compliant with all statutory requirements and all actions are taken to keep children safe.

It reinforces the duty on Headteachers and the Governing body/Trust to ensure **all staff must read and understand** KCSiE 2022 Part One (teaching staff) and or Annex A (support staff and volunteers) or both which contains important additional information about specific forms of abuse and safeguarding issues and be conversant with Part Five Child on Child Sexual Violence and Sexual Harassment.

The DfE advise from the 1 September 2022 your school, academy, college or learning environment should include within your child protection policy:

- **New** The Senior Leadership teams' arrangements for safeguarding, besides that of the Senior DSL and Deputy DSLs and for cover arrangements throughout the year in the absence of the Designated Safeguarding Lead including during school holidays. The DSL should be physically available during normal school hours – but notes that in exceptional circumstances the availability may be via Teams or mobile phone.
- **New** The DSL needs to understand the role of the 'Appropriate Adult' within a police investigation.
- **New** The child protection policy and school/college 'safeguarding arrangements', must now include the arrangements which inform of the requirements placed on Governors and Trustees to receive appropriate safeguarding and child protection (including online) training at induction. This training must focus on their strategic role and not on operational procedures and should equip them with the knowledge to provide strategic challenge to test and assure themselves as a 'critical friend' that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school/college approach being embedded into the culture and daily life of the school/college. This training must focus on their strategic role and not on operational procedures.
- **New** The child protection policy and school/college 'safeguarding arrangements' should acknowledge the term '**victim**', which refers to those who have been subjected to abuse but recognises that not every victim will view themselves as such. It also should acknowledge the term '**alleged perpetrator(s)**' and or where appropriate '**perpetrator(s)**.' Caution in the use of this term should be in place as in some cases the abusive behaviour could have been harmful to the perpetrator as well.

- **New** The child protection policy and staff training should now 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. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication
- **New** The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) and online Harmful challenges.
- Information Sharing including powers to hold and use information when promoting children's welfare.
- **New** the term Peer on Peer Abuse and replaced it with Child-on-Child Abuse because abuse by children can happen at any age and the term relates to Sexually harmful Behaviour and other forms of bullying.
- **New** Serious Violence – all staff being aware of the indicators and risk factors. Procedures are reflected in the school's management of safeguarding and linked into the child protection policy. Zero tolerance to incidents of sexual violence and sexual harassment and should be always applied as informed by KCSiE 2022 paragraph 446. The DSL is aware of national and local guidance regarding how to respond to incidences of child-on-child sexual violence and sexual harassment.
- **New** KCSiE 2022 broadened the response required by safeguarding agencies and school to address and Harm outside the home extra familial harm, it requires a whole school ethos and sharing of best practice to support children, parent's, carers, and families. Schools are a place of protection and where children can share concerns and seek support
- All staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the schools or college and can occur between children outside of these environments. Including Harmful online challenges and hoaxes and sharing of information with parents and carers about children's access to online sites when away from schools or college and how to protect and mitigate against harmful behaviours and challenges. Extra- familial harm takes a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- **New** The child protection policy should make reference to the impact and harms of Domestic Abuse and recognise that it can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Nottinghamshire has procedures in place to inform schools/colleges of Domestic Abuse incidents where children are present, it is referred to as Operation Encompass. The strategy has been developed by Nottinghamshire Police who work closely with the MASH to respond to notifications and incidents.
- **New** The child protection policy reflects the facts that additional barriers can exist when recognising abuse and neglect for children with SEND and are more prone to peer group isolation or bullying (including prejudice-based bullying) and other safeguarding risks than other children and may not always show outward signs and may have communications barriers and difficulties in reporting challenges.
- **New extended** A record or data on the cohort of children having or have had a social worker and social care involvement remains important and now includes clarification and greater emphasis on the importance of the DSL, Designated Teacher and SENCO in

managing coordinated oversight for children with special educational needs and disability (SEND).

- **New** Information has been included in this edition of KCSiE about academies responsibility to ensure children who may be LGBTQ+ have a trusted adult who they can be open with. KCSiE 2022 acknowledges that Children who are LGBTQ+ may be targeted. Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBTQ+ people or those perceived to be LGBTQ+ must not be tolerated.
- **New** Further guidance has been included to strengthen the school/college responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn online. It clarifies the need to have appropriate filters and monitoring systems in place and be regularly reviewed to ensure their effectiveness. The use of mobile phones should be carefully considered, including how they are in school/college and include the use of mobile and smart technology within their child protection policy. Where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.
- **New** Arrangements to manage alternative education provision and Elective Home Education (EHE) including schools/colleges obtaining 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.
- **New** Additional section has been added to KCSiE 2022 Part Four: The Management of Allegations/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors has added information in Section Two to provide clarity on the process for sharing low-level concerns introduced last year in KCSiE 2021, these include concerns that do not meet the harm threshold i.e. low-level concerns, these concerns could transfer into formal complaints and will need to be considered. Schools, colleges, and trusts will need to review their staff codes of conduct or staff behaviour policies to take into account the new requirements set out in Part Four paragraph 43 to 435.

DfE KCSiE Part Two: The Management of Safeguarding -Safeguarding policies and procedures (pages 23 to 48) makes clear the responsibilities placed on Governing bodies, Trusts, and Head teacher's and informs:

*Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and **must** ensure that they comply with their duties under legislation. They **must** have regard to the guidance in KCSiE 2022, ensuring policies procedures and training in their schools or colleges are always effective and comply with the law at all times.*

*Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibilities for their school's or college's safeguarding arrangements.*

*Headteachers and principals should ensure that **all** policies and procedures adopted by their governing body and proprietors, (particularly those concerning referrals of cases of suspected abuse and neglect) are understood and followed by all staff.*

This should include: Individual schools and colleges having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the

three safeguarding partners. It should be updated annually (as a minimum) and be available publicly either via *the school or college website or by other means*. (KCSiE 2022 paragraphs 97 and 101).

In addition, KCSiE 2022 highlights the importance of the frontline staff in developing the school's child protection policy. As part of the review process, we strongly recommend that those who are working with children have a say in the development of your policy and that this can be evidenced; this should also be extended to Governors.

KCSiE 2022 places a statutory requirement on Governing bodies and trusts to ensure **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test themselves that the safeguarding policies and procedures in place in school/college are effective and support the delivery of robust whole school approach to safeguarding. Training should therefore be regularly updated.

KCSiE 2022 acknowledgement of Human Rights: This year clarification on the application of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,²⁵ and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Schools, academies, and colleges should take into account an individual's human rights when developing policy, procedures and applying decisions.

Changes to NCC & NSCP Model Child Protection Policy Template for 2022/23 and Guidance Notes:

The NCC & NSCP Child Protection Policy template and guidance for 2022/2023 is a framework and starting point for you to develop to fit your own school, academy, college or learning environments individual context.

Schools and colleges do not have to use this template, but it should be offered by the Local Authority. It is, however, a statutory requirement for you to have a child protection policy in place which is shared and fully understood by all stakeholders, which mirrors the 'safeguarding arrangements' that you adhere to in your school or college, and which becomes embedded into the everyday ethos of your individual setting.

We have continued to include the highlighted sections within the policy template for you to add additional information specific to your school, academy, or college. This should include the 'safeguarding arrangements' you have put in place for meeting the needs of vulnerable children in accordance with the vulnerabilities highlighted in KCSiE 2022.

NOTE: Your Child protection policy for 2022-2023 should also include the new requirements that KCSiE 2022 places on schools, academies, and colleges from 1 September 2022, as outlined above. The specific detail of these new/additional requirements along with the management and 'safeguarding arrangements' are for the Headteacher, Leadership team and Senior Designated Safeguarding Lead and DSL team to discuss and agree with the Governing Body before signoff at your full Governing body meeting of the autumn term 2022.

All staff and volunteers must be fully aware of your Child protection policy and understand how to carry out the responsibilities it places upon them through receiving regular training, briefing from the Snr DSL/DSL team.

The Child protection policy along with all related statutory policies should be made readily available and published on your school website to enable parents/carers, safeguarding partners, and the community easy access.

Please pay extra attention to any *italicised text and red type font* which should be altered, added to or changed to fit and mirror the 'safeguarding arrangements' in place in your school/academy or college.

Additional Information provided with the Child Protection Policy Template for 2022/2023

- 1. A separate 'Child Protection Policy – Executive Summary of Key Principles for Staff and Parents':** which your school needs to review, revise, and adopt and refine to complement your school's child protection policy.
- 2. A stand- alone 'Safeguarding Flow Chart':** for you to use as a summary reminder alongside the executive summary and or consider turning into an A3 poster to be displayed around your school and add photographs of those with designated safeguarding lead responsibilities.

The templates which remain within the Child Protection Policy template include:

- **Appendix 1 Safeguarding Flow Chart** - informing of actions to take and where to report concerns following disclosure of abuse, harm, or risk, if not using the stand-alone flow-chart.
- **Appendix 2 Logging a concern** - about a child's safety and welfare (all staff).
- **Appendix 3 Case Record Sheet** - (to log concerns, detail contact with agencies, actions taken by whom and, decisions and outcomes. This should include and supervision overview/ sign off by SLT/ headteacher
- **Appendix 4 The Body Maps** - (to support referral and recording of the site of injuries).
- **Appendix 5 Stand-alone policy and procedures to manage child on child abuse and sexual violence between children in school from September 2022-2023**

We acknowledge as schools, move towards adopting electronic management and recording systems such as 'CPOM's' or 'My Concerns', some of the recording templates will no longer be required, so they have been removed from the revised Model Child Protection Policy Template for 2022/2023.

NOTE: For those schools who do continue to use paper child protection and confidential files and adopt the templates provided by the NCC & NSCP, these can be found in Appendix 1 and 2 of this policy template along with a printable version of the child body maps. If being used please ensure you reference them within your individual child protection policy. **The Flying High Trust preferred method for recording is to use an electronic system for recording. It should be the aim of the school to transfer to an electronic system as soon as practicably possible.**

Guidance on the management and transfer of Child Protection Files can be found in KCSiE 2022 and within the NCC & NSCP Child Protection File audit toolkit published December 2021.

TO ENSURE COMPLIANCE WITH KCSiE 2022: Your policy will need to reflect the needs of the children on roll and your school community. These will differ between nursery, primary, secondary school, colleges, and multi-agency trusts.

It should address and reflect any specific safeguarding issues known within your school or community and the safeguarding arrangements in place in Nottinghamshire 'to keep children safe'.

During the pandemic we saw regular changes to guidance being made by the Department for Education. The Headteacher, Senior Designated Safeguarding Lead and Governing Body should ensure they remain up to date with any revisions or additions made to Government or local supplementary safeguarding guidance, and ensure it is referenced within your school child protection policy and related policies during the academic year 2022-2023.

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

Cheryl Stollery Safeguarding Children in Education Officer

Tackling Emerging Threats to Children Team

Meadow House, Littleworth Mansfield, Nottinghamshire. NG18 2TB.

Tel: 0115 8041047 E-mail: cheryl.stollery@nottsc.gov.uk

Add in school name and logo?

IMPORTANT Reminder: *The LA Model Child Protection Policy template is ONLY a framework and should be seen as a starting point for development to fit your school, academy or colleges individual context.*

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

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

Whole School Child Protection Policy

(Template)



September 2022/2023

INTRODUCTION

..... (School)

Policy statement and principles

Note: We strongly advise you to include a school ethos statement as the opening paragraph here, and make clear your individual school, academy or college's responsibility and commitment to keeping children safe). This should include ensuring having appropriate policies and procedures in place which reflect and detail the individual establishment's safeguarding arrangements, whether that be for a maintained school or a multi-academy trust or college, and detail how actions will be taken in a timely manner to safeguard and promote children's welfare.

It should also include, as a minimum, your school's senior leadership team (names), designated safeguarding lead arrangements (named staff and clear reference to safeguarding responsibilities in job descriptions) and should make reference to other linked statutory policies for example: Staff Behaviour Policy (code of conduct), safer recruitment policy, allegations against staff, complaints, pupil behaviour, children missing education, online safety, child on child abuse and sexual violence and sexual harassment between children policy and procedures.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead (Name)..... on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the **Governing Body** for approval and sign off at the first autumn term meeting.

Date of last review:

Date of next review:

Role	Name	Contact Details
Headteacher/Principal	<i>insert</i>	insert
Senior Leader(s) available for contact in the absence of the DSLs	<i>insert</i>	insert
Designated Governor for Child Protection/ Safeguarding	<i>insert</i>	insert
Governor for Mental health and Well-being	<i>insert</i>	insert
SEN governor	<i>insert</i>	insert
Senior Designated Safeguarding Lead	<i>insert</i>	insert

Deputy Safeguarding Lead	<i>insert</i>	insert
Designated FHT Safeguarding leads:	<i>Grant Worthington / Emma Pye</i>	0115 9891915
Designated FHT SEN lead	Grant Worthington / Emma Pye	0115 9891915
Designated Safeguarding Trustee	<i>Neil Robinson</i>	0115 9891915
<i>Names of additional Safeguarding Officers</i>		
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
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 (only)
Channel/Prevent (radicalisation/extremism)	Police Prevent Team	101 Ext 800 2963/2965 prevent@nottinghamshire.pnn.police.uk
Female Genital Mutilation (FGM)	Mandatory reporting via Police	101
School Police link officer	<i>insert</i>	insert
Public Health Nurse/other health contact	<i>insert</i>	insert

Education Welfare/ Local Authority Children Missing Education Officer:	Glen Scruby	Glen.scruby@nottsc.gov.uk
Virtual School for Looked After Children	Sue Denholm	0115 977 4747 virtual.school@nottsc.gov.uk

Key National Contacts

- NSPCC helpline - helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on:
 - help@nspcc.org.uk
 - Text 88858
 - 0808 800 5000
- NSPCC Whistleblowing Advice Line - free advice and support for professionals concerned about how child protection issues are being handled in their organisation.
 - 0800 028 0285
 - help@nspcc.org.uk
- UK Safer Internet Centre professional advice line - helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care.
 - helpline@saferinternet.org.uk o 0844 381 4772
- Police Anti-Terrorist Hot Line number 0800 789 321
- Domestic Abuse
 - National Domestic Abuse Helpline 0808 2000247

[Domestic abuse: specialist sources of support](#)

[Education Support advice and helpline to support professionals](#)

- 08000 562 561
- enquiries@edsupport.org.uk

NAME OF SCHOOL

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 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 pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff, supply staff, volunteers, and governors and members of the Flying High Trust 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 are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

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

Whole school approach to safeguarding:

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSIE 2022 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying).

- Going frequently missing/ going missing from care or home.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is 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 extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

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

New KCSiE 2022 from September 2022:

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, humiliated, or could be being threatened not to tell, so 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 their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity

and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

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

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

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

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

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Our school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

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

So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

New KCSiE 2022 from September 2022:

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and 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 2022.

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

As a school, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, 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 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 where required and in accordance with the Pathway to Provision v 9.1.

Please add any additional information in support of this statement here:

Identifying Concerns

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

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

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

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

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

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained
 - Bruises or cuts
 - Burns or scalds; or
 - Bitemarks.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or

- menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable
- behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to
- embarrassment or fear.
- talking about pain or discomfort between her legs

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

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have

- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections, or underage pregnancy.

Child sexual exploitation is a form of child sexual abuse. The definition of child sexual exploitation is as follows:

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

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

Acquisition of money, clothes, mobile phones etc without plausible explanation
 Gang-association and/or isolation from peers/social networks
 Exclusion or unexplained absences from school, college or work
 Leaving home/care without explanation and persistently going missing or returning late
 Excessive receipt of texts/phone calls
 Returning home under the influence of drugs/alcohol
 Inappropriate sexualised behaviour for age/sexually transmitted infections
 Evidence of/suspicions of physical or sexual assault
 Relationships with controlling or significantly older individuals or groups
 Multiple callers (unknown adults or peers)
 Frequenting areas known for sex work
 Concerning use of internet or other social media
 Increasing secretiveness around behaviours; and
 Self-harm or significant changes in emotional well-being.

Potential vulnerabilities:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);

- Sexual identity.

Staff should also remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present.

Remember children can be exploited in a number of ways and it can take many forms, including sexual and criminal exploitation. Child exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case).

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

- Some of the following can be indicators of CCE:
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

New: Reflect on KCSiE 2022 Part Five Child on Child sexual violence and sexual harassment and Annex A and consider whether you have any other information to add and or links you wish to make available to your school/college's own resources and guidance.

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

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Domestic Abuse:

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Operation Encompass' aim is to ensure that schools have timely information about all police attended incidents of domestic violence; support school staff to understand how to support the children and ensure the children receive the support they need.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Bullying and forms of bullying on and offline including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse [**Anti-bullying policy/ Online safety Policy**].

Children Missing Education: Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

The school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

The Prevent Duty and counter extremism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also

very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Privately Fostered Children

Definition of private fostering

A private fostering arrangement is a private arrangement for a child under the age of 16 (or 18 if they are disabled) to be cared for by someone who is not a parent or close relative for more than 28 days. The Local Authority is not involved in placing the child or young person in this private arrangement.

A child or young person is privately fostered if they are living with extended family members such as cousins, great aunts, great uncles or a family friend. They may be living outside of their parents care due to;

- Child or young person is asked to leave the family home
- Parent is in prison / hospital / homeless
- To avoid becoming a looked after child
- Parent has left the local area and child has remained to complete academic studies
- Child leaves due to family dysfunction or because they have been living with parents who have substance misuse problems or other difficulties
- Parent decides to place child with extended family member
- Child is placed with extended family for religious or economic reasons

Responsibilities

Private foster carers are responsible for providing the day-to-day care of the child in a way which will promote and safeguard his welfare. However, the overarching responsibility remains with the person who has parental responsibility for the child.

The Local Authority has legal duties towards private fostered children and must satisfy itself that welfare of children who are, or will be, privately fostered within their area are satisfactorily safeguarded.

If you become aware of a child or young person living in a private fostering arrangement you must notify the Local Authority Children's Social Care in one working day.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

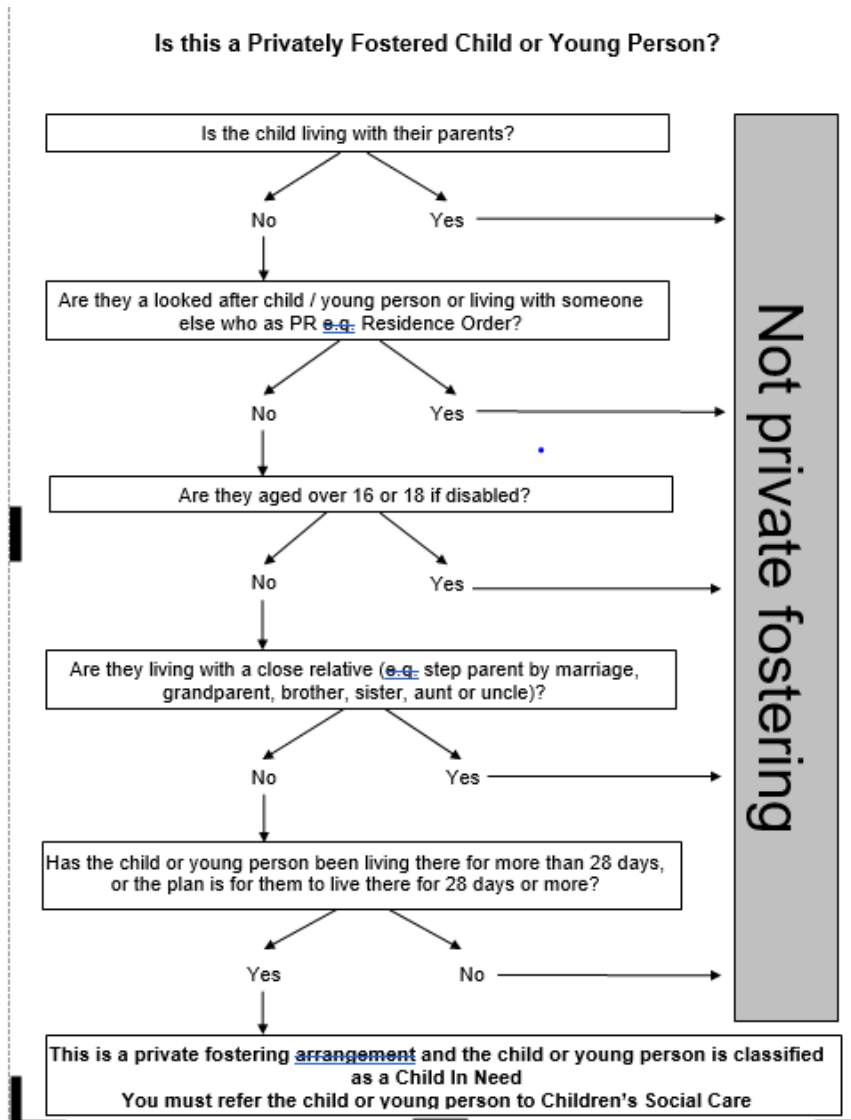
Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the

child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.



Elective Home Education

Where a parent/carer has expressed their intention to remove a child from our school with a view to educating at home, we work with the LA and other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Online Safety and Cyber Security (including remote/blended learning)

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole school approach to online safety.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

SCHOOL SPECIFIC INFORMATION NEEDS INSERTING HERE ABOUT HOW THE SCHOOL MANAGES THE RISK

New: Consider the additional requirements KCSiE 2022 places on schools which 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. In particular making further reference to on-line abuse which may be a greater issue when children are not in attendance at school and are engaging in learning remotely and may have limited supervision from parents/carers. Has your school provided on-line guidance and support for parents and children to remain free from risk, exploitation, or grooming?

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

Whilst devising and implementing policies and procedures, we ensure online safety is a 'running and interrelated theme'. Online safety is considered whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

As per KCSiE guidance, we carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our children face.

Cyber Security is a growing Safeguarding concern, and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

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

Describe here: any other signs your staff may have become aware of, and the arrangements you have in place to ensure staff remain vigilant and able to respond to safeguarding concerns, incidents, or emerging threats.

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 within NAME OF 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.

Describe here: how your school or college puts children at the centre of your 'safeguarding arrangements' and how you listen to and hear the child's voice.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff 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 however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

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

Describe here: how your school/college works with other agencies including statutory safeguarding partners to support vulnerable children and the contact you have with social care and social workers. For example, this may be by holding regular meetings in school, taking part in partnership forums/events, or accessing multi-agency training. Your school/college may also offer to facilitate meetings for individual children and families in school/college to support easier local access and involvement by children, parents and or carers.

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, it is important the governing body and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the 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 and complete the Trust documentation.

Describe here how your school/college supports the management and review of children in Alternative Provision (if applicable) including completion of Trust AP documentation.

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

Describe here: the procedures and or action which the Senior DSL and DSL team take to share concerns, and with what agencies. Include support services you may buy in.

Describe here: how you ensure staff, supply staff (if used) and volunteers receive appropriate safeguarding information during inductions and on a regular basis. Confirm how you check whether they know how to report concerns or disclosures.

KCSiE 2022 has broadened the requirements placed on schools/colleges to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or learning experiences.

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

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

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

New The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children. 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 Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

Describe here how your school/college will manage the requirements and arrangements placed on Designated Safeguarding Leads and the Designated Teacher.

Our Child Protection Policy

There are seven main elements to our policy:

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

Note: Ensure the above statements reflect your procedures and safeguarding practice, if not remember to add to or change to your school/college 'safeguarding arrangements'.

We recognise that because of the day-to-day contact our school 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 that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and 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 which has replaced what was termed as sexting.
- **New KCSIE 2022** 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. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the

effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- Recognising how pressure from others can affect their behaviour.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- **New KCSiE 2022** Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and is **included as an appendix**.
- Maintain an on-line safety policy, which takes into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats and is included **as an appendix**.
- **New KCSiE 2022** broadened the response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm'. Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing good communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them to share sensitive information and strengthen their resilience.
- **New Schools** are required to work together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school environment if needed.

Clarify here: How does your school engage with harm outside the home and what support and interventions are available for children, parents/carers, and local community groups? How do you work with partners to tackle harm outside the home?

Clarify here: how your school intends to embed and teach safeguarding as part of your broad and balanced RSHE curriculum.

- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns. **KCSiE 2022 has added paragraphs 433 to 335 to provide information and clarity on the process for sharing 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 and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

Consider here additional requirements places on schools by KCSiE 2022 and whether you have arrangements in place to keep children safe in specific circumstances including:

Consideration regarding the arrangements you have in place for children who receive off-site education or have alternative learning experiences in place to ensure appropriate checks have been carried out and continue to be managed?

How your Snr DSL, DSL team and staff will support children with mental health problems how your staff identify the indicators that a child has suffered or is at risk of suffering abuse, neglect, or exploitation (See KCSiE 2022 Mental Health paragraphs 20, 45 to 47, 164, 170, 170 to 180).

How your school academies responsibility to ensure children who may be LGBT have a trusted adult who they can be open with? KCSiE 2022 acknowledges that Children who are LGBT may be targeted and informs Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBT people or those perceived to be LGBT and must not be tolerated.

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

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2022 Annex C).
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff, volunteers and FHT staff) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.

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

Note: Ensure the above reflects the elements of your policy, add to or change.

Supporting children *please ensure this section fits the 'safeguarding arrangements in your school.*

We 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. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their 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. 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 if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum *describe how here....*

- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and 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 our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.

Describe here: how your school will address concerns, what support will be put in place or offered. Include details of the resources you have available for pupils (support units, inclusion or isolations areas or pastoral support structures).

- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported *by.....*
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- *The staff member if not the designated safeguarding lead (state here who) will be informed immediately, and actions taken in accordance with the school/college peer on peer/ sexual violence and sexual harassment between children in school and college policy.*

Inform here: what other arrangements you have in place and where children and staff can seek support and advice.

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 advised by **the FHT** policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by the Trust. *(NSPCC/National College 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 Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Guidance and actions to address Low-level concerns can be found in the Low Level Concerns policy in line with KCSiE 2022 Part Four. *Staff can access a copy of this through.....*
- *Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by..... before beginning working and contact with pupils.*
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors and trust 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 HR Team.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- *State any other here:*
- 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.
- *State any other here:*
- All new employees will be appropriately inducted to their role
School need to confirm here what arrangements they have for the induction of new staff, supply staff if used, volunteers, contractors, and visitors (KCSiE 2022 Part Three Safer Recruitment).

Links to other Local Authority policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school (*each school to add on any others as relevant*).

- *Accessibility Plan.*
- *Anti-Bullying revised for 2022-2023 (LA template policy in the process of being revised).*
- *Attendance Policy.*
- *Behaviour Principles Written Statement.*
- *Equality.*
- *Central Record of Recruitment and Vetting Checks.*
- *Complaints' Procedure Statement.*
- *Cyber-bullying and Harmful online challenges.*
- *E-Safety Policy.*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)*
- *Health and Safety Disability Equality Action Plan.*
- *Home-school Agreement Document.*
- *Child on Child Abuse- Sexual violence and sexual harassment and response to 'upskirting'.*
- *Physical intervention/positive handling.*
- *Register of Pupil Attendance.*
- *School Access Policy.*
- *School Behaviour.*
- *Knife Crime Guidance 2021 (cross authority and in the process of being revised for September 2022).*
- *Relationships, Sex and Health Education (KCSiE paragraphs 130 and 131).*
- *Mental and Physical Health (KCSiE 2022 paragraphs 20, 45 to 47, 164, 170, 170 to 180).*
- *Special Educational Needs.*
- *CRB - Use of Reasonable Force Policy/ Guidance.*
- *Staff Behaviour (Code of Conduct policy).*
- *Staff Discipline Conduct and Grievance (procedures for addressing).*
- *School information published on a website.*
- *Visitors and VIP Policy.*
- *Whistle Blowing Policy.*
- *Guidance for NSPCC helpline and usage (KCSiE 2022 paragraph 77; when to call the police guidance from the NSPCC).*

List any other policies your school have in place here.....

Confirm how you intend to include your arrangements to respond to any disclosures or incidents involving sexual violence and child sexual harassment here.....

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

PLEASE ENSURE: you reflect on the policies listed above and check against the policies or procedures you have in place. Check they are in line with KCSIE 2022 which comes into force on the 1 September 2022.

The NCC Child on Child Abuse Policy template is currently being revised and will be available in September 2022 through the TETC section of the School Portal and the NSCP website, in the section headed Resources- Schools.

Roles and Responsibilities

All staff and volunteers

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

Describe here: the roles of your staff and how they contribute to keeping children safe

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating.

All staff contribute to providing a safe environment in which children can learn by.....

Describe here: how your staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities.

All our staff are aware of the early help process and understand their role in this.

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

Inform here: if you employ specific staff who work outside of the classroom and who engage with children, families, and partner agencies.

Confirm the arrangements for parents/ carers to come into school to seek support or advice.

Acknowledge here: the importance of children and social workers meeting during the school day where required and how your DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe, and the child's needs are met.

Confirm where you sign post children, parents, and carers to for support, in school and through your website, posters, newsletters and during meetings.

Safeguarding Training

All our staff are aware of systems within *insert name of school* and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2022.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information *(If your establishment does not use this checklist then delete this statement but write here what other arrangements you have in place to ensure all staff including volunteers are informed of how to respond to concerns and incidents).*

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

Inform here: who provides your training and how staff are kept up to date with any local or national changes to safeguarding guidance.

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.

Clarify, how you help them to understand their role and the opportunities available, including any partnership work especially with social care and the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training opportunities.

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

Staff responsibilities

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

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2022.

- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Clarify here: if your staff and schools engage in learning opportunities or partnership work with such as the NSPCC, TETC team, Police Early Interventions Officers, PCSOs, any counselling services used, Health professionals etc.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body/multi academy trust such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2022 Part Four ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.

Ensure you have fully reviewed and reflected on this section and ensured all bullet point statements are able to be fully evidenced in the practices carried out by your school senior leadership/management team.

Ensure you delete or add any other information which informed of the arrangements you have in place.

Note: 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’.

Clarify the importance how your school will work with social care and agencies to address safeguarding and child protection concerns:

LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

At our school we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors or CEO who can be contacted by *e-mail*.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher/principal has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or; 29
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

At our school we:

- ensure their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns with the designated safeguarding lead (or a deputy);
- address unprofessional behaviour and supporting the individual to correct it at an early stage;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised;
- help identify any weakness in the school's safeguarding system.

ADD ANY SCHOOL SPECIFIC ACTIONS TAKEN WITH REGARDS TO LOW LEVEL CONCERNS HERE

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Teachers (including NQTs) and Headteachers – Professional Duty

The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

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

Clarify here: what arrangements you have in place for any children or young people who meet these criteria and the arrangements carried out by the designated teacher. Including how you ensure children and young people know who the designated teacher is in your schools/college.

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 Snr Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have **NUMBER** Deputy Safeguarding Lead(s), who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

Consider whether because of the size of your school and pupil numbers, or because your school is a split site you have additional Designated Safeguarding Officers named within your child protection policy.

Confirm if all DSL's have completed the required training and are overseen by the Snr Designated Safeguarding Lead, to ensure you fulfil your child protection responsibilities to meet the needs of the children/ young people on roll.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

Provide further detail here: of the arrangements in place for the Senior DSL and DSL team to meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

Clarify how your school supports vulnerable children and children subject to safeguarding concerns, see KCSiE 2022 Part One and Annex A for specific areas of a safeguarding vulnerability.

This will be different for schools, if having a split site or for children who engage in alternative education placements or opportunities.

Please Note: Should children be subject of safeguarding concerns the Senior DSL remains responsible for oversight of any child on placements or alternative education arrangements.

From September 2022 Ofsted will inspect these arrangements as part of 'the child's journey' and form a judgement regarding the safeguards in place.

See KCSiE 2022 Annex C for clarity on the role and responsibilities of the DSL and team.

Work with others

- Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2022) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.

- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 (updated December 2020) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training

Confirm here: whether your DSL attends the NCC Designated Safeguarding Lead Focus Group Meetings which take place half termly at schools/academies around the County. Include how the DSL's feedback information to other staff or help to raise awareness of emerging threats and risks.

Describe how your DSL/ staff team contributes to developing the curriculum and learning experiences for children and staff. Possibly through staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities.

Confirm the links you have with agencies such as the NSPCC, TETC team, Police, or others.

Undertake training

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

Clarify here any other awareness raising or training arrangements your school has in place for 2022-2023.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written 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 grooming into extremist behaviours and attitudes (KCSiE 2022 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2022 Part Two and Annex D).

- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- 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.
- *New extended* A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- *New extended* Our *school/college* will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2022.

Inform here: how the Senior DSL and DSL team ensure all concerns and incidents are reported, recorded, responded to. Whether your school uses paper files or electronic management systems and the processes you have in place for the transfer of information and individual case files, should a child move school or leave to go to either Elective Home Education, alternative education placement, or college. Ensure your response is in accordance with KCSiE 2022 paragraphs 68, 101 to 121 to 122, 539,542 pages 162 to 164.

Availability

- During term time the Senior Designated Safeguarding Lead (*or a Deputy*) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place 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.

SCHOOL TO OUTLINE THEIR APPROACH AND HOW THEY MANAGE OUT OF SCHOOL ACTIVITIES – EG HOLIDAY CLUBS, BOOSTER CLUBS ETC. ENSURE IT IS CLEAR WHOSE RESPONSIBILITY IT IS FOR SAFEGUARDING – SCHOOL/EXTERNAL PROVIDER AND MAKE SURE TRAINING HAS BEEN CHECKED IF IT IS LEFT TO AN EXTERNAL PROVIDER. CONSIDER HOW ANY INFORMATION IS SHARED WITH THE SCHOOL.

Headteacher

The Headteacher 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 is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Code of Conduct.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 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, then the headteacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2022. If the allegation is against the Headteacher/Principal, then the Chair of the Governing Body will manage the allegation – see below.

Include here: other any other arrangements which need taking into account of how safeguarding roles and responsibilities are discharged within the school. For example, if the school has an executive headteacher or other leadership arrangements in place, which may involve job share arrangements or being part of a Multi-academy Trust.

Governing Body and Multi- Academy Trust

We recognise our Governing body and Flying High Trust has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2022, ensuring policies, procedures and training in our school are effective and comply with the law at all times.

The governing body and Flying High Trust will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, updated December 2020) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2022 from paragraph 114 to 122, 389 to 379, 475 and page 155, the additional clarification about GDPR and withholding information. ***Including guidance/procedures put in place by our school/college, state where they can be found and titles here.***
- 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/safeguarding and that 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 or Annex A as a minimum and ensure that there are

mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.

- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- **New** All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and 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.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2022 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2022 Part Four Section One.
- **New** Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO.)
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- **New** Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- **New** When the schools premises are used for non-school/college activities the Governing body will seek assurances that the body concerned has appropriate safeguarding and child

protection policies and procedures in place, and inspect 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 or college roll. (KCSiE 2022 paragraphs 165 to 166).

- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

Please ensure you reflect on all the bullet point statements above to ensure they accurately inform of the roles and responsibilities carried out by your governors, governing body, or trust. Delete or amend accordingly for your individual school, academy, or college.

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

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

Be mindful that even if you do not have any children with LAC status on roll this could change, and your school will need to be able to respond to the children's needs and in accordance with local NSCP procedures and KCSiE 2022" paragraph 186 to 197.

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or

incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example 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 schools or outside the school environment.

Confirm here any additional arrangements you have for safeguarding children with SEND in your school and any additional policies which need to link to your child protection policy e.g. lifting and handling, transporting of children, personal care, management of medication etc.

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ 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, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.
- **New** If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it 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, Police, or the NSPCC.

Confidentiality

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

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

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

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

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

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe.

Serious Case Reviews (SCRs) 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 statutory safeguarding guidance contained within:

- *DfE KCSiE 2022 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the 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 (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

Confirm here: if staff, governors have completed GDPR Information Sharing training.

Records and Monitoring (KCSiE 2022 paragraphs 68 to 70, Part Four, Part Five, Annex C) ***(This will vary and require change dependent on whether your school uses an electronic child protection recording and management system but the primary principles for record keeping remain the same).***

Please confirm here: what arrangements your school has in place for maintain good quality records and how they are monitored and how you ensure they are managed to reflect the child's journey through the safeguarding system and engagement with statutory agencies, including Social Care, Early Help, Police, CAMHS, Health and other services. This should include the statement below which is a statutory requirement of all agencies including schools.

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

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

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

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

or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

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

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 whole or wider picture becomes known.

Delete as appropriate: Our school (name.....) maintains paper 'concern's files or 'child protection confidential' Files. Uses CPOMs/My Concerns (or other named electronic recording system. All schools will need to ensure the system adopted by the school and signed off by the Governing Body is robust, secure, and appropriate, and should be mirrored in the following appendix and policy text.

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 file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

Note: Delete which is relevant: The information in this section will be dependent on whether the school maintains child protection and confidential information in paper format or through electronic management systems such as CPOM's or My Concerns.

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

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

All 'child protection' or 'confidential' file should contain the following *(if using CPOM's or another electronic management system, it will already be set up to record in accordance with statutory guidance)*:

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

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

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

For those school, academies or colleges that use electronic safeguarding management systems such as CPOMs or the equivalent. Please ensure you explain within this policy the processes for recording and file maintenance and security.

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

Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

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

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2022. Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE 2022 page 163 and 164.

Our Senior DSLs 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.

Note: New please confirm this statement reflects the practice in you school/college: 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 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the 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

(Please ensure this reflects the guidance in KCSiE 2022 and the procedures you have put in place, and shared with all your staff for your school, academy, or college).

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

NOTE: There are templates attached within the appendices, which include a case record, chronology sheet, record of concern disclosure sheet and body maps and guidance. Only use within this policy if they are used in everyday practice in your school/academy or college.

Further detailed recording will be added to the record of concern and will be signed and dated. 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's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision Version 9.1 document published May 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

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

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

Educating Young People – Opportunities to teach safeguarding

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

As a school we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems 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 whether that be in school, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We will ensure a whole school approach is in place to promote giving 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 involving incidents of sexual violence and sexual harassment between children.

New We will carefully consider mobile phone use and how this is managed in school and ensure it is reflected in our **NAME APPROPRIATE POLICY HERE**. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). *Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.*

Describe here: your school policy on RSHE and how you intend to introduce and include it in the curriculum over the next year.

New Clarify here: how children and parents are made aware of on-line safety to minimise the safeguarding risks technology can pose and where they can seek advice, help, and support.

Clarify here the arrangements you have put in place for children who access education from home and under what circumstances:

NOTE: New Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school. ***If not included in a section above or as Appendix 5.***

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

List any other you regularly use here and be sure to delete those you do not use or refer to.

PLEASE NOTE: Add any other information or content to inform of the ‘safeguarding arrangements’ in place at your school.

Please be mindful to make reference and describe how your school supports children and families that are vulnerable and reflect the statutory guidance within KCSIE 2022 Part One, Part Two Annex A (delete or add to as appropriate).

List here: Advice and information for parents including weblinks:

-

List here Resources parents could highlight to their children including weblinks:

-

The following appendices are a part of this policy (delete or amend as appropriate):

<i>Appendix 1 - NCC LA Flow Chart 2022-2023 ‘What to do if you are worried a child is being abused at risk of harm or neglect.</i>
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<i>Appendix 2 -Template: Case Record and Chronology form</i>
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<i>Appendix 3 -Template: Logging a concern about a child’s safety and welfare</i>

<i>Appendix 4 -Template: Body Maps Guidance and Body Maps</i>

<i>Appendix 5 - Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2022 to 2023 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2022-2023).</i>
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Appendix 1

Name of School Child Protection & 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 outside 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 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, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL’s absence.**
-

Discuss concerns with the Snr Designated/Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children’s Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a ‘confidential concerns’ or a ‘child protection’ file should be opened, stored in line with the school child protection policy.
- At all stages the child’s circumstances should be kept under review and re-refer if concerned to ensure the child’s circumstances improve – **the child’s best interests must come first.**

Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/families’ personal details to hand and be clear about concern/allegations.

Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up 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/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.
www.nottinghamshire.gov.uk/nscp

Out of hours Emergency Duty Team
5.00pm –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 young person, family, and relevant agencies:
Agree support, refer to NSCP guidance ‘Pathway to Provision’ version 9.1.

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921

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

This flow chart is a brief guide - Please refer to our School Child Protection Policy.

Case Record/Chronology

CONFIDENTIAL

Sheet Number:

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

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

Appendix 3

Logging a concern about a child's safety and welfare Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this have happened?)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

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

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

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

Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's child protection file.

BODYMAP

(This must be completed at time of observation)

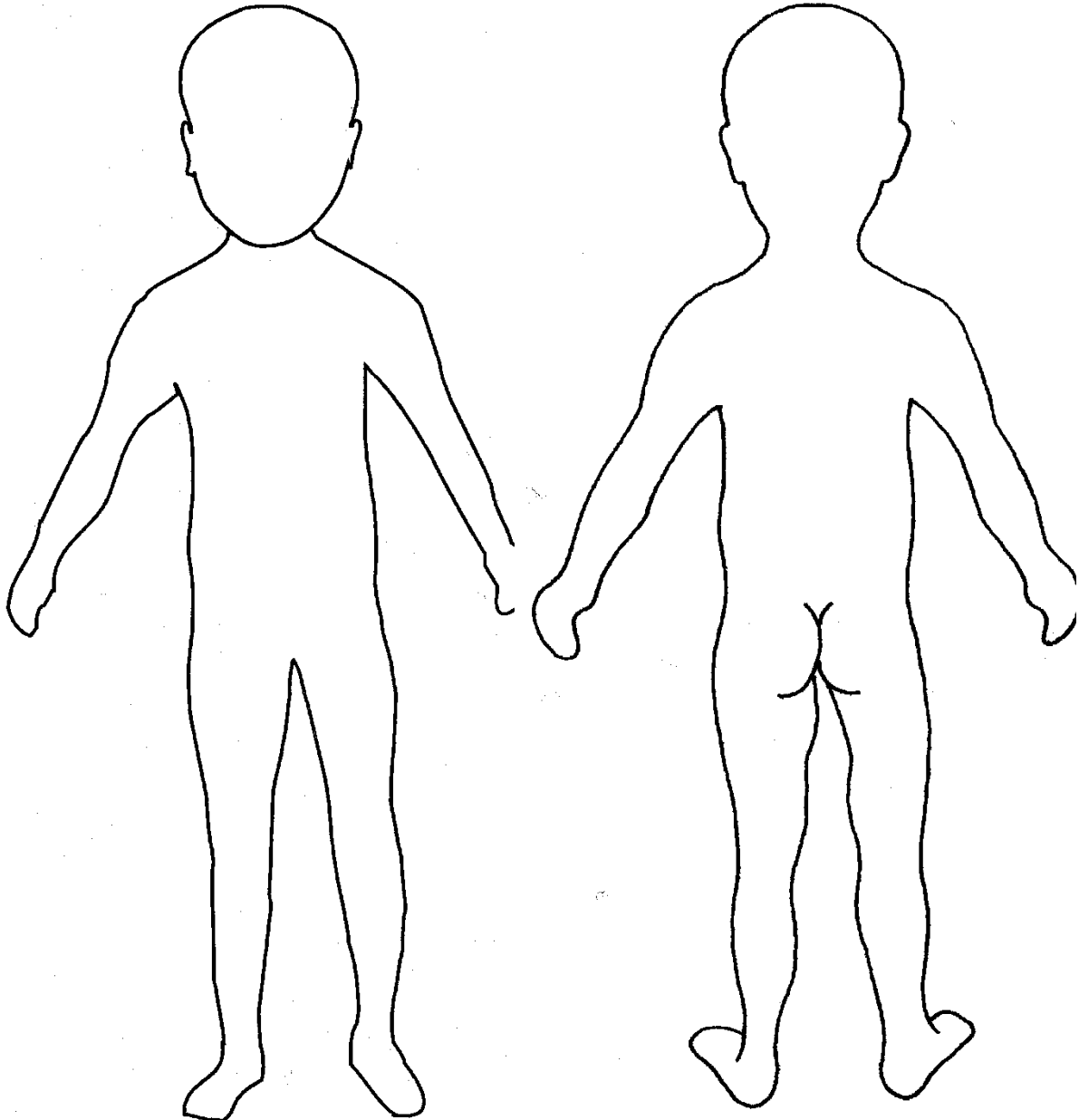
Names for
Child: _____

Date of
Birth: _____

Name of
Worker: _____

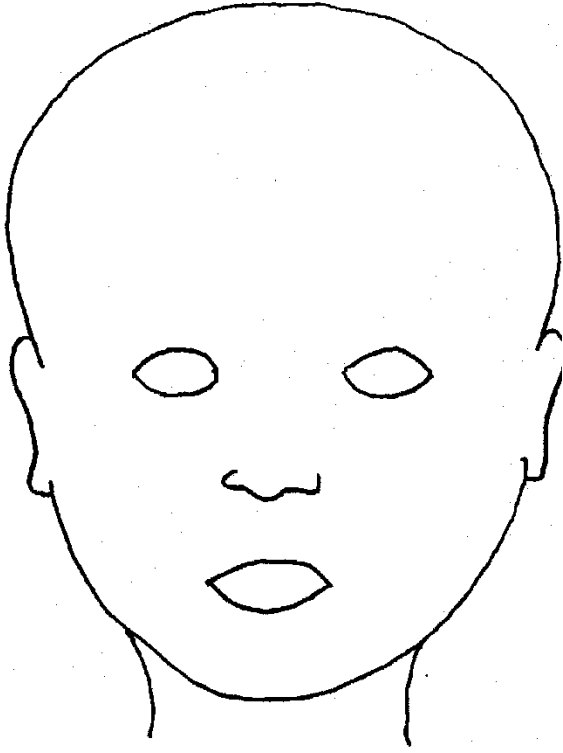
Agency: _____

Date and time of
observation: _____

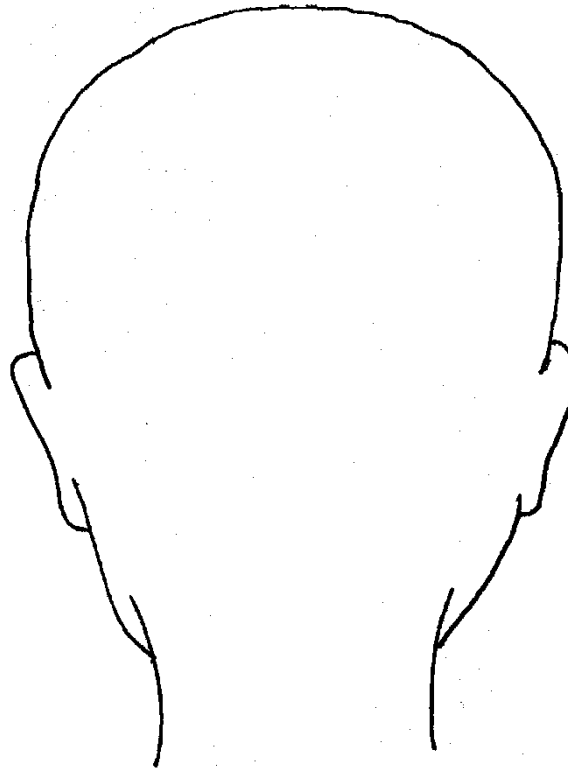


Name of
Child: _____

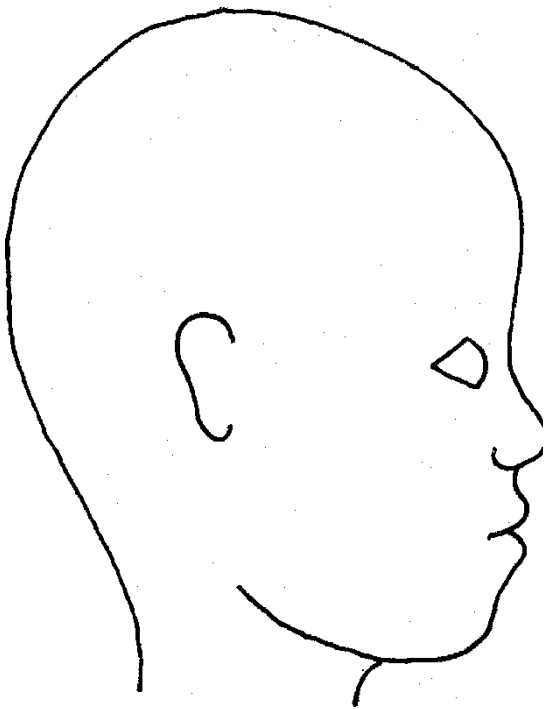
Date of
observation: _____



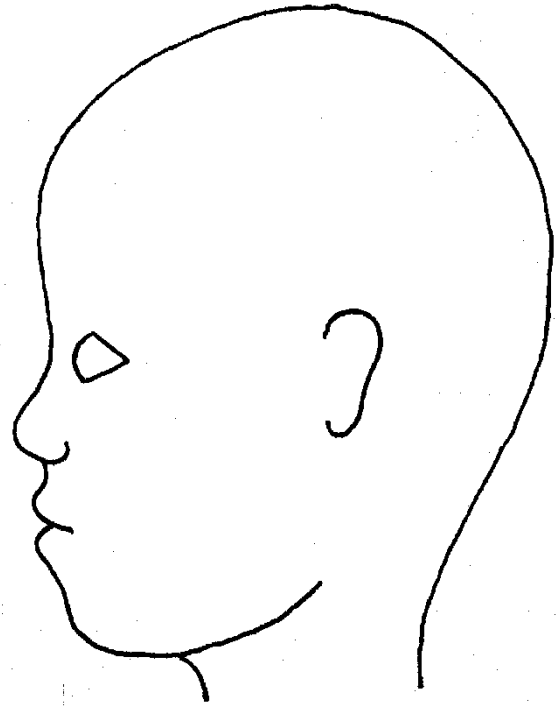
FRONT



BACK



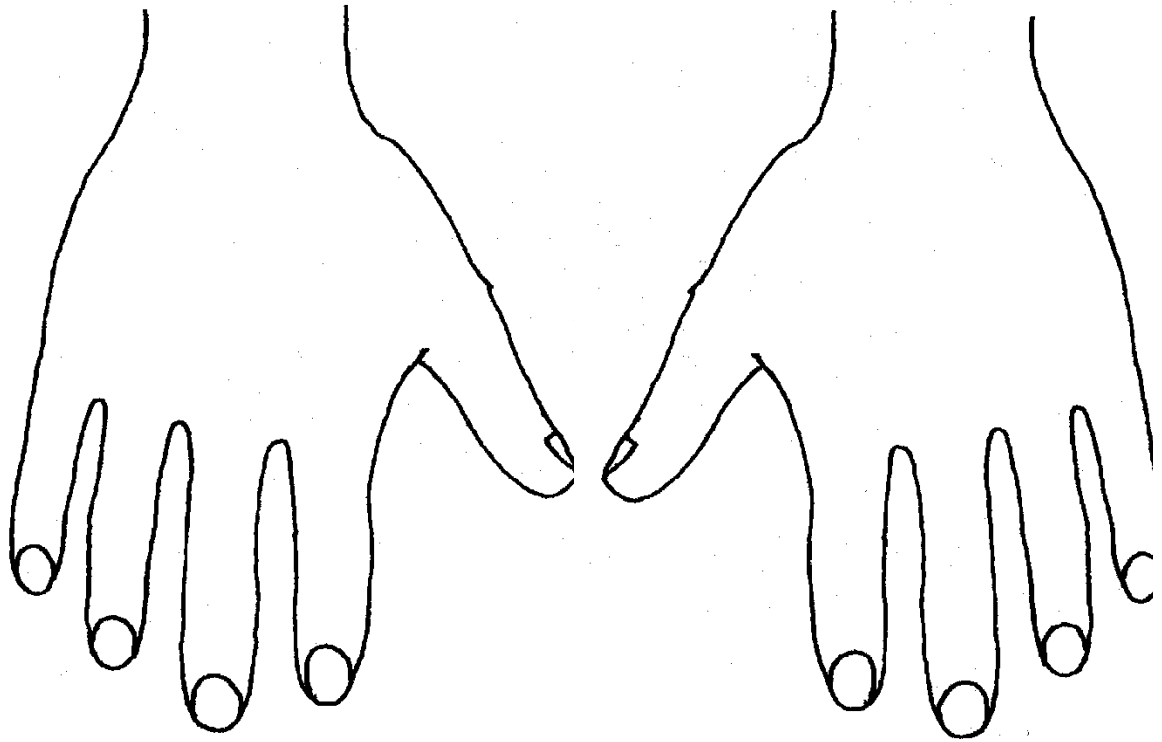
RIGHT



LEFT

Name of Child: _____

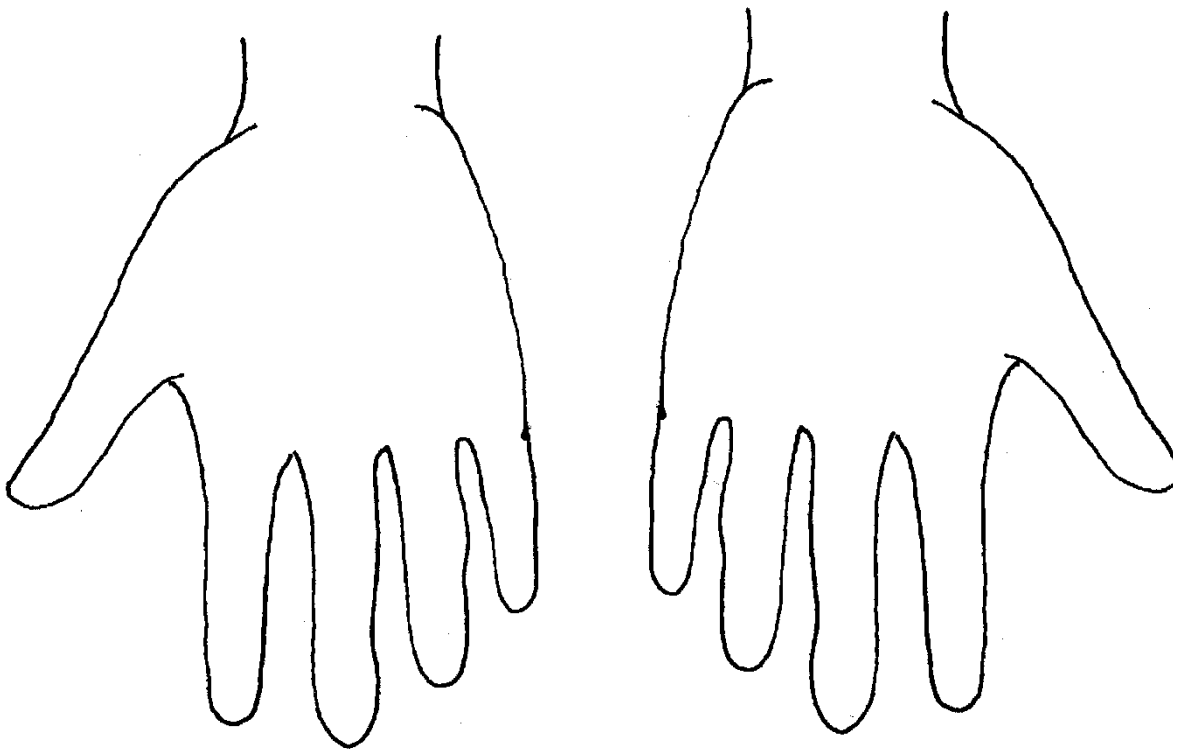
Date of
observation: _____



R

BACK

L



R

PALM

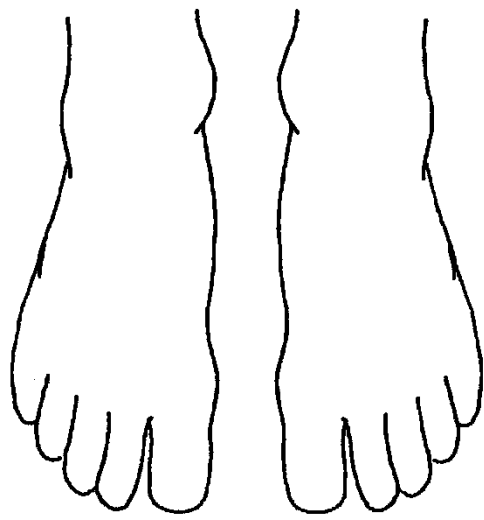
L

Name of
Child:

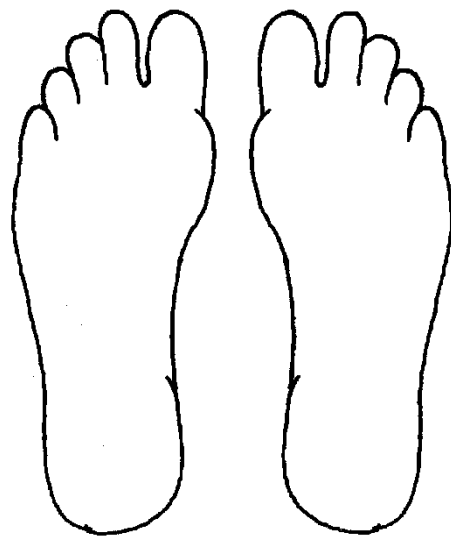
.....

Date of
observation:

.....



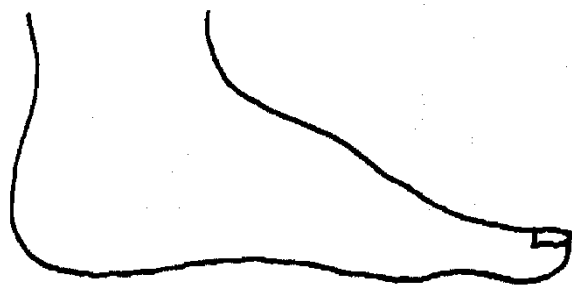
R TOP L



R BOTTOM L



R

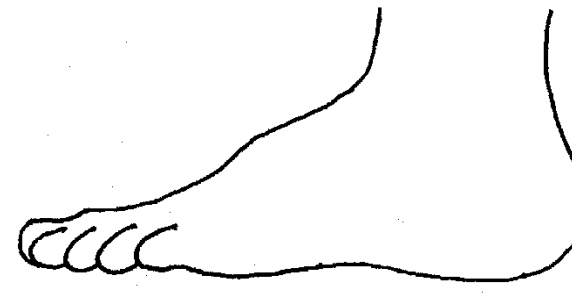


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information: