



CHILD PROTECTION POLICY TEMPLATE 2024/2025 published July for 1st of September 2024

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.

Additional FHP notes in green.

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 2024, which will come into force on the 1st of September 2024 and replaces KCSiE 2023.

You will note that this Child Protection Policy template for September 2024/2025, like last years, has sections reserved (in red text), 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, Colleges, and Alternative Provision

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 conducted 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 Children and Social Work Act 2017 Section 16H and the Education and Training (Welfare of Children Act 2021).

Schools and colleges in England **must** have regard to it when performing their duties to safeguard and promote the welfare of children. **Children includes everyone under the age of 18.**

Link to Guidance:

- HM Working Together to Safeguard Children 2023, published 15th December 2023 (updated February 2024).
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- DfE Keeping Children Safe in Education 2024 (KCSiE) in force from 1 September 2024.
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE Keeping Children Safe in Education (KCSiE) sets out what schools and colleges should and must do to safeguard children. The substantive changes from KCSiE 2023 are within KCSiE 2024 at Annex F (pages 183 to 184 and can be accessed from the electronic link above).

We strongly advise that you ensure these are read and used to revise your school, academy, college, or alternative education provisions Child Protection Policy and 'safeguarding arrangements' and ensure they link with any other related policies, procedures, and guidance in place.

Please Note: The substantive changes in KCSiE 24 Annex F have only required limited changes to be made to this Child Protection Policy template for academic year 2024 to 2025, at the time of being published in July 2024, but we note that further revisions may be made during academic year 2024 to 2025.

Other Relevant Guidance:

- **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 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 in 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. All schools, academies, colleges, and alternative education providers should be fully aware of the local 'safeguarding arrangements' and reflect these when reviewing and revising the Child Protection Policy

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/academies/colleges and alternative education providers 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 in the section headed Resources - Schools, for Independent schools, and alternative education providers to access.

Early Help – Pathway to Provision is currently being revised to reflect Working Together To Safeguard Children 2023.

The purpose of the Pathway to Provision handbook is to support practitioners to identify an individual child's 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>

Changes being made to the MASH (social care front door).

At the time of sending this guidance out, there are no formally agreed changes, but several are in test. As soon as any changes are formally in place, the guidance will be updated but please maintain a watching brief on the Front Door project for updates as it progresses.

KCSiE 2024 - Developing and Embedding a Whole School Approach to Safeguarding for 2024-2025 and the NCC & NSCP Model Child Protection Policy Template for 2024/2025

KCSiE informs: 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 'effective' and updated annually (as a minimum) and be available publicly either via *the school, academy, or college website or by other means*. (KCSiE 2024 paragraphs 97 to 99).

The NCC & NSCP Child Protection Policy template for 2024/2025 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 reviewed annually, shared, and fully understood by all stakeholders. It should mirror the 'safeguarding arrangements' you have put in place to ensure safeguarding is fully embedded into the everyday culture of your individual setting.

Once the Headteacher/Principal, Leadership team and Senior Designated Safeguarding Lead has discussed and agreed the Child Protection Policy content it should be signoff at your full Governing body or Trust meeting early in the autumn term 2024 and be made readily available and published on your school/academy or colleges 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 2024/2025

- 1. A separate 'Child Protection Policy – Executive Summary of Key Principles for Staff and Parents':** which your school or college may wish to review, revise, and consider adopting and refining to complement your school's child protection policy.

The appendices 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. It can also be adapted into an A3 poster to display around the school, academy, college, or alternative provision (some schools add DSL names and photographs).

- **Appendix 2 The Body Maps** - (to support referral and recording of the site of injuries).

Further Appendices can be added with e.g., such as your child-on-child abuse policy.

TO ENSURE COMPLIANCE WITH KCSiE 2024: Your policy will need to reflect the needs of the children on the roll of your school, academy, college, or alternative provision community. **These will differ between nursery, primary, secondary school, colleges, and multi-agency trusts.** Where your academy is part of a multi-academy trust, it will be extremely important for you to agree the full content of your child protection policy and ensure that it mirrors the specific 'safeguarding arrangements' in place and evident within each individual school.

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.'

PLEASE NOTE: The Headteacher, Senior Designated Safeguarding Lead and Governing Body or Trust 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, academy, college or alternative education provisions child protection policy and related policies during the academic year 2024-2025.

Contact: If you have any queries regarding the attached advice, guidance or policy template please contact: **Cheryl Stollery Safeguarding Children in Education Officer**, Education Access, Standards and Safeguarding, Meadow House, Littleworth Mansfield, Nottinghamshire. NG18 2TB.
Tel: 0115 8041047 E-mail: cheryl.stollery@nottsc.gov.uk

NOTE: Please ensure the above information is not attached to your Child Protection Policy it is for information and your guidance ONLY.

Add in school name and logo?

IMPORTANT Reminder: *The Child Protection Policy template is ONLY a framework and should be seen as a starting point for development and be tailored to fit your school, academy, college, or alternative education providers 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.

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Child Protection Policy

(Template)

September 2024/2025

INTRODUCTION

..... (School/Academy/College/Alternative Provision Provider Name)

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 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 and volunteers, formal complaints policy, pupil behaviour policy, online safety and cyber security policies, 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 or Multi Academy Trust* 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>	<i>insert</i>
Senior Leader(s) available for contact in the absence of the DSLs	<i>insert</i>	<i>insert</i>
Designated Governor for Child Protection/ Safeguarding	<i>insert</i>	<i>insert</i>
Senior Designated Safeguarding Lead	<i>insert</i>	<i>insert</i>
Deputy Safeguarding Lead	<i>insert</i>	<i>insert</i>
<i>Names of additional Safeguarding Officers</i>	<i>insert</i>	<i>insert</i>
FHP Safeguarding Lead (Schools)	Karen Jagger	0115 9891915

FHP Inclusion Lead (Schools)	Grant Worthington	0115 9891915
FHP Whistleblowing Officer	Paul Goodman	0115 9891915
FHP Trustee for Safeguarding	Ann Cruickshank	0115 9891915
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)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

School/Academy/College/Alternative Provision (delete as appropriate)

Our policy applies to all staff, governors and volunteers working in the *school/academy/college/alternative provision* 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 Child Protection policy, and the duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023 (published 15th December 2023, updated February 2024), which 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/member of theTrust* and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at *school/academy/college/ alternative provision* 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. 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/academy/college/alternative provision* 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.
- We have a responsibility to provide a safe environment in which children can learn, we will regularly review our 'safeguarding arrangements', to ensure these remain effective and all children and staff are safe.
- 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, health and NCC early help service, 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.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people with SEN.
- Where a child receives elective home education and has an EHCP, we will ensure the LA is provided with details of the plan and letter of decision from the child's parents and carers.
- The use of 'reasonable force' and inclusive behaviour management strategies.
- 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 including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2024 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 and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on *school/academy/college/alternative provision* devices and networks, including home use.
- 'Deliberately missing education and children who have unexplained or persistent absence from education' or may be going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- 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 and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- 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 (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 2024 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.
- At risk of suspension or permanent exclusion
- Issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- '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.

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.

All our staff 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/academy/college/alternative provision*, and which can occur between children outside of our school environment.

All 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.

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.

All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

We have an online safety policy which informs of the filtering and monitoring arrangements on ICT devices and networks to keep children safe and is reflected in this Child Protection Policy including awareness of the vulnerabilities when accessing to mobile phone networks. (See KCSiE 2024 Paragraphs 12, 102, 123 and 133 to 146).

Our Snr DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the 'Governing body/ trust, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

Our *Governing body/Trust* will ensure they maintain oversight of *the Online Safety Policy contained within our main child protection policy*, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraphs 145 to 146.

This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

Inform here if you have a separate Online Safety Policy and where this can be accessed.

Include details of the provider supporting with reviewing filtering and monitoring. Include how these reports are monitored by school, e.g. weekly DSL meetings and refer to the Online Safety audit carried out by the DSL team, e.g., annual LGFL audit or 360Safe

Our Governing body/trust will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining this standard and communicating these to staff, pupils, parents, carers **and visitors to the school, who provide teaching to children as part of the learning and educational opportunities we provide.**

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/academy/college/alternative provision*.

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.

We make clear in all our policies that 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 by DfE KCSiE (statutory guidance).

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 Nottinghamshire County Council and the

Nottinghamshire Safeguarding Children Partnership Pathway to Provision (threshold guidance for referral and access to services).

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](#)

All our staff and volunteers have received safeguarding training to ensure they are able to recognise the indicators of child abuse, harm, or neglect, and will always speak to the designated safeguarding lead or deputy should they become alert or be informed (directly or indirectly) of an incident or concern.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. 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 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.

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

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

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

and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child 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.

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.

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.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of

sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. 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.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Describe here: any other signs/ indicators your staff may 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 in and outside of your learning environment. Include key areas of risk that are specific to your school, outlining the signs and symptoms of these risks (ensure that risks are identified using school data e.g. CPOMS reporting).

Consider the requirements and responsibilities KCSiE 2024 places on schools/academies/ colleges and alternative education providers to ensure wherever possible, children can access and use different media platforms safely, whether that be in or outside the learning environment. This is particularly important for the children who are not in attendance at school and are engaging in learning remotely and may have limited supervision from parents/carers.

Has your school/academy/college or alternative education provision provided on-line guidance and support for parents and children to remain free from risk, exploitation, grooming or radicalisation?

Make explicit the support for families and how this is part of your safeguarding strategy e.g., parent noticeboard, safeguarding newsletters, links to school website, parent workshops, dedicated Child and Family

Support Worker providing this level of support? What resources are available to our families around the above and below?

We have put in place an open and positive culture for safeguarding which is embedded into the way everyone works together, is effective in sharing information in timely manner and meets local thresholds with safeguarding partners, to ensure what is 'best to keep the child/children safe. It includes an environment where everyone feels safe, well cared for, and knows they will be listened to and provided with help and support.

Our ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system, where we listen to children and hear what they say. Every individual within (*insert School/Academy/College/Alternative education Provisions Name*) 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 you put children at the centre of your 'safeguarding arrangements' and how you listen to and hear the child's voice.

E.g. Pupil parliament, school council, pupil leadership team, worry boxes, dedicated pastoral team, themed safeguarding assemblies, pupil voice opportunities within and beyond the curriculum, pupil questionnaires, Class Dojo. Be specific in terms of how pupil voice is captured and used.

Our (*school/academy/college/alternative/provision*) is led by senior members of staff and *governors/ trust members* 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 whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

Describe here: how your school/academy/college/alternative provision works with other agencies including statutory safeguarding partners to support vulnerable children. For example, this may be by holding regular meetings in school, taking part in partnership forums/events, or accessing multi-agency training.

Describe here how you offer to facilitate meetings for individual children and families to support easier local access and involvement by children, parents and or carers.

Range of meetings led by Senior Leaders including the DSL team, SENDCo as part of Team Around the Child Meetings, Pastoral Lead facilitating meetings and representing the school at a range of safeguarding meetings. Include how these meetings are recorded, and the process for reviewing the actions from these meetings and how the DSL team close the loop.

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 governing bodies/trusts 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. We will ensure up to date contact details for the professionals working with the child and family are provided to the designated safeguarding leads as required.

NOTE: Schools/Academies 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.

Describe here: how you support the management and review of children in Alternative Provision (if applicable). School will agree the Alternative Provision with the Flying High Partnership, parents/carers and relevant external agencies. School completes the FHP Alternative Provision checklist and the Alternative Provision Transition Plan as part of Due Diligence ensuring written confirmation from the provider that appropriate safeguarding checks have been carried out. Senior school staff including members of the school safeguarding team will regularly visit to monitor the provision in place including the effective safeguarding arrangements within the provision.

The Senior Designated Safeguarding Lead (DSL) 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: Use of the school/academy/college site by outside organisations see KCSiE 2024 paragraph 169 to 170 Part Four) in particularly how concerns are raised to manage allegations. This should confirm the school/academy or colleges safeguarding responsibilities when receiving an allegation related to an incident that happened when an individual or organisation was using the school/college premises for the purpose of running activities for children (e.g., community groups, sports associations, or service providers that run extra-curricular activities). Confirming as with any safeguarding allegation, the school/academy/college will follow the safeguarding policies and procedures, including informing the LADO.

Be specific around the safeguarding arrangements in place for community use of facilities including service level agreement and safeguarding checks carried out (if appropriate).

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.

Include Due Diligence checks within the office including booking details, letters of assurance, school induction before entering the classroom, how supply staff are made aware of the DSL team and how to report concerns. SLT supervision and support throughout the day.

Clarify here how you ensure the safe recruitment of all staff and how you maintain ongoing vigilance to ensure a culture which considers matters inside and outside the workplace including online by staff and volunteers. Also be specific in terms of trained staff in school around Safer Recruitment including Senior Leader(s) and a governor.

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.

Note The following section will only be applicable to those who have Looked after Children on roll.

Describe here: how you school/academy/college/alternative provision will manage the requirements and arrangements placed on Designated Safeguarding Leads and the Designated Teacher (consider deleting section where your school/academy/college does not have children with looked -after status).

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.

The Designated Teacher maintains working links with the Virtual School Head to promote the educational achievement of looked after children and those who have been previously looked after children. The virtual school head collaborates with us to identify and engage other key professionals, such as social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers to help improve outcomes for children.

How often do you meet as a safeguarding team to review caseload, share best practice. Part of SLT. SENCo part of this. Safeguarding and SEND standing agenda items on SLT and Staff meeting agendas? When and how do the DSLs, Designated Teachers meet and why?

Our Child Protection Policy

There are eight 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 our learning environment.
- Recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment and maintain the required filtering and monitoring arrangements for online safety and harms.

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

We recognise that because of the day-to-day contact our staff have with children they and we are well placed to observe the outward signs of abuse and report concerns in a timely manner to seek help or interventions and support the child/ children.

The school/academy/college 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.
- 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 and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- 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.
- Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is *either included within the main Child Protection Policy or added as an appendix.*
- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are *either included within the main Child Protection Policy or added as an appendix.*
- Work in partnership with safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm' and create a culture where children and young people can share concerns and seek support in a safe place and where children and young people can form safe and trusted relationships. Where children and young people can feel assured, they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- We acknowledge the importance of working together with parents, carers, and external services to form strong and trusted partnerships, which can advocate trauma informed and trauma aware responses,
- We will help create and maintain safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of our *school/academy/college/ alternative education provisions* 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.
- 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 the requirements KCSiE 2024 has put in place 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, to ensure appropriate checks have been conducted and continue to be managed?

AP checklist around Due Diligence using LA approved AP providers. Work in partnership with FHP to quality assure the AP Provider using the FHP AP checklist. Senior staff including the DSL team carry out regular visits (recommended weekly) to the provision to review the quality of the provision and the safeguarding arrangements in place. Records of each visit will be completed by the senior staff with a focus on both safeguarding arrangements and the quality of provision. Alternative Provision Transition Plan is reviewed at least monthly with parents/carers and appropriate agencies.

How your Snr DSL, DSL team and staff will support children with mental health concerns and how your staff can recognise/ identify the indicators when a child has suffered or is at risk of suffering abuse, neglect, is being exploited or is witnessed to seeing or hearing abuse.

Note: *KCSiE 24 Paragraphs 205 to 209 informs statutory guidance for 'Children who are lesbian, gay, bisexual, or gender questioning is under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.*

Child and Family support worker, Interagency partnership working to provide support, e.g. Pastoral team, responsive curriculum, ESHAW (Education Safeguarding, Health & Wellbeing Hub - formerly TETC/CRB).

Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. (KCSiE 2024 Annex B (page 149).

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Does your school operate the NCC & NSCP School Safe Alert protocol? If so, how is it communicated to staff, parents, and your community. This should be in place in terms of informing the LA and local Headteachers. Also contact the FHP Safeguarding Leader and when not available the FHP Safeguarding Team.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

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 2024 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the *school/academy/college/alternative education provisions* 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 including as defined in KCSiE 2024 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 and volunteers) 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 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 understand 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 safeguarding 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. CPOMs, and who is this accessible to, e.g. DSL team and Office Manager with permissions?*
- Ensure that we follow robust processes to respond when children are missing
- 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 if the above reflects the elements of your policy, add to/change/ delete.

Supporting children *please ensure this section fits the 'safeguarding arrangements in your school, academy, or college. Amend to fit school protocol for supporting children.*

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/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/academy/college will endeavour to support the pupil through:

- Developing the content of the curriculum *describe how here.... Curriculum principles and how safeguarding is threaded through the school curriculum.*

- Maintaining an 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/academy/college*.
- We will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our *school/academy/ college* they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF).
- 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 child-on -child/ 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. Pastoral Team, support staff out at unstructured times, themed assemblies, visible SLT beginning, end and throughout the day. Mental Health and Well Being Team, briefings, safeguarding standard agenda item in all meetings?

Safe Staff and Safe Recruitment

- The leadership team and *governing body/ multi academy trust* of the *school/academy/college/alternative provision* will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three and advised by *NCC HR/ Multi Academy Trust HR Services* policy and practice guidance.
- School leaders, staff and members of the *governing body/ trust* will be appropriately trained in safer working practices and access the safer recruitment training advised by *NCC HR Service the Trust. (NCC direct schools to the NSPCC Safe Recruitment online course).*
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to conduct the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- Our *school, academy, college, or alternative education provision* has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three. *Ensure this is reflected in your current SCR. If not seek advice from NCC HR Services or the HR Services your school, academy or college uses.*
- 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. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2024 in line with KCSiE Part Four Section two. *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/ 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 Business Partner or HR Service.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and *NCC HR/ Academy's own HR Service* where appropriate to the leadership team.
Further support provided to DSL teams by the FHP Safeguarding Leader and the FHP Safeguarding Team
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the School Portal.

Academies and multi -agency trusts should confirm here what arrangements they have for the induction of new staff, supply staff if used, volunteers, contractors, and visitors in accordance with KCSiE 2024 Part Three Safer Recruitment).

Please Note: KCSiE 2024 Part Two paragraph 171: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

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

Confirm how your schools assures the above here:

All Alternative Providers will be agreed and confirmed with the Flying High Partnership. Written confirmation will be completed by the Senior DSL and the AP provider as part of a site visit and completion of the FHP Alternative Provision checklist and the Alternative Provision Transition Plan. This written confirmation will determine that all appropriate safeguarding checks have been carried out on the individuals working at the establishment. These members of staff will also be added to the school single central record.

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 we have in place to safeguard and promote the welfare of children (*confirm, delete, and add any others as relevant*).

- *Accessibility Plan.*
- *Anti-Bullying revised for 2024-2025 (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.*
- *Online Safety Policy.*
- *Cyber Security Policy and arrangements.*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan and Risk Assessments).*
- *Health and Safety Disability Equality Action Plan.*
- *Home-school Agreement Document.*

- *Child on Child Abuse revised 2024-2025 (LA template policy in the process of being revised and includes- 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 (cross authority and in the process of being revised).*
- *Relationships, Sex and Health Education.*
- *Mental and Physical Health (KCSiE 2024 Part One, Part Two and Annex A and Annex B)*
- *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 Guidance 2024-2025.*
- *Whistle Blowing Policy.*
- *Guidance for NSPCC helpline and usage (KCSiE 2024 paragraph 47 and 74; when to call the police guidance from the NSPCC)*
- *New - NSPCC advice to protecting children with SEN and deaf/disabled children and young people links and help line (KCSiE 24 paragraph 204).*
- *NCC & NSCP Neglect Toolkit (available from the NSCP website).*

List any other policies your school/academy/college/alternative education provision has 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 DfE KCSiE 2024 which comes into force on the 1st of September 2024 and HM Working Together to Safeguard Children 23 (updated February 24).

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families have a role to play in safeguarding children. Our staff will always consider what is in the best interests of children.

All staff have received appropriate safeguarding training to enable them to identify concerns early and provide help to children to prevent concerns from escalating. We recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life. We may decide that the children do not require referral to statutory services but may benefit from early help. Ideas to consider and expand on: Visible at the beginning and end of each school day, range of clearly defined systems on entering and exiting school, a range of risk assessments carried out by staff for in and when out of schools, subject experts driving safeguarding as part of the curriculum, specific roles, e.g. Health and Safety team, dedicated pastoral team, specialist PE Leader leading before and after school provision, fully trained Breakfast Club staff, pupil leadership supporting to keep children safe, e.g. Sports Leaders, Environment Leaders, embedded positive culture, structured assembly programme, effective communication to parents through Class Dojo and the school website, performances, residential fully incorporated into the school curriculum.

NEW Early Help: is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. We recognise providing early help is more effective in promoting the welfare of children than reacting later.

All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
 - has a mental health need.
 - is a young carer.
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
 - is frequently missing/goes missing from education, home, or care,
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
 - is at risk of being radicalised or exploited.
 - has a parent or carer in custody or is affected by parental offending.
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
 - is misusing alcohol and other drugs themselves.
 - is at risk of so-called 'honour'-based abuse such as The Policy should include the school's duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty') The policy should include the school's duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty') or Forced Marriage.
 - is a privately fostered child.
- (Working Together to Safeguard Children 2023 and KCSiE paragraph 497)

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.

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 and resources available within *insert name of school/academy/college/ alternative education provision*, 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 2024.

We have an induction checklist when staff start employment or volunteering opportunities to ensure they receive the information and training required to support them and keep our children safe. *(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). The training requirements for staff in different roles is outlined in the FHP 'Safeguarding Training Requirements' table – this indicates the type and frequency of training.*

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 safeguarding training and how staff are kept up to date with any local or national changes to safeguarding guidance. As well as school arrangements to deliver regular updates, include the fact that the FHP Safeguarding Lead provides regular updates.

All our staff are aware of the process for making referrals to children's social care and understand the role they may have in these assessments and working in partnership with safeguarding agencies.

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 consulting 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, recognising children's vulnerability to harm and risk of abuse and provide support and 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.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the online safety arrangements and ensure appropriate filtering and monitoring on school devices and school networks.
- Attend training 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.
- 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.
- Be prepared to identify and support children who may benefit from early help, support, and interventions.
- 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, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Clarify here: if your staff and school/academy/college/alternative education provision engages 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 2023 (updated February 2024) 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.
- Working with Children's Social Care, support their assessment and planning processes including the attendance at conference and core group meetings and providing reports as required.
- 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 2024 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 conducted by your senior leadership or management team.

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 Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

Designated Safeguarding Lead

We have a Senior Designated Safeguarding Lead (*name*) who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role.

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

We also have a Deputy Safeguarding Lead, who will provide cover for the 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.

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 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.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

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. Ofsted will inspect these arrangements as part of 'the child's journey' and form a judgement regarding the safeguards in place. See KCSiE 2024 Annex C for clarity on the role and responsibilities of the DSL and team.

Be specific in how and when you meet as a DSL team.

Work with others

- Consult with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not conducted by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, consult with the 'case manager' (as per Part Four of KCSiE 2024) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Consult with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Consult with staff on matters of safety and safeguarding and deciding when to make a referral by consulting 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 including providing and writing reports for conferences and reviews.
- Consult with the local authority and other agencies in line with HM Working Together to Safeguard Children 2023 (Updated February 2024) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and *governing body/trust* 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.

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.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NCC & NSCP's Pathway to Provision, the Early Help Service, and Family Hubs.
- 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 and any revisions/updates.
- 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 2024 Annex A and B).
- Understand the reporting requirements for FGM and PREVENT.
- 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.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- We will ensure our management arrangements for maintaining, keeping, and storing information and records for children where a safeguarding or child protection concern has been identified for a child is managed in accordance with statutory guidance in KCSiE 2024.

Inform here: How the Senior DSL and DSL team ensure all concerns and incidents are reported, recorded, responded to, and who maintains management oversight of safeguarding and child protection files. [Outline](#)

how this oversight/review is managed e.g. use of the CPOMS Planner tool, describe the tracking system you have in place for reviewing your school's current safeguarding cases.

Confirm here: whether your school/college 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.

Refer to CPOMs and how concerns are raised and reviewed by the DSL team

Availability

- During term time the Senior Designated Safeguarding Lead or a Deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. 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 2024 Part Two and Annex C.

Be specific in terms of how DSLs are accessible throughout the year, include the school safeguarding email address on the school's website & how this is monitored outside of term time e.g. DSL Team rota.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the *governing body/trust*, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- Our Senior Leaders have oversight of our 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 regarding 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: - our Child Protection Policy; the *Staff Behaviour Policy/Code of Conduct Policy*.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors.
- If the allegation is against the Headteacher/Principal, the *Chair of the Governing Body/Chair of the Management Committee/Proprietor* will be required to manage the allegation and consult with statutory safeguarding leads, such as the Local Authority LADO – see below.

Include how the investigation lead will liaise with the FHP Safeguarding Lead, Safeguarding team and the FHP HR team

Governing Body and Multi- Academy Trust

We recognise our *governing body/trust* has a strategic leadership responsibility for the 'safeguarding arrangements' we put in place and must ensure they comply with their duties from the statutory guidance informed by KCSiE 2024 and Working Together to Safeguard Children 2024, ensuring all policies, procedures and training are effective and always comply with the law.

The *governing body/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 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 2024 regarding Data Protection Act 2018 and UK GDPR and the additional clarification regarding processing personal information fairly and lawfully and to keep the information they hold safe and secure (KCSiE paragraph 92).
- 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 all staff, including supply teachers and governors read and fully understand at least KCSiE 2024 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/member of the trust* will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and 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/ Principal.
- 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 2024 Part Four Section One.
- 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 the *Chair of Governors or CEO of the Trust* is able to respond if there is an allegation against the *headteacher/principal*, by consulting 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, or have unexplained or persistent absence from education.
- Ensure an overview is in place to help identify the risk of abuse, including child sexual exploitation and being at risk of exploitation.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the DSL team and SLT has appropriate policy, procedures in place and staff are trained, to recognise and respond to incidents and resources to manage actions and support for those involved.

- Ensure the DSL team and staff are alert and able to respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- The SLT and DSL team works closely with the police and safeguarding partners to raise awareness of the impact of knife 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.
- Give all staff the opportunity to contribute to and shape the 'safeguarding arrangements,' and child protection policy.
- When the *schools/academy/college* premises are used for non-school/college activities the Governing body/trust 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/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- Any safeguarding concerns involving outside organisations will be addressed through our safeguarding policies and procedures, and in line with the local Nottinghamshire Safeguarding Children Partnership procedures.
- 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.
- Inform any new prospective employees' that online social media checks will be completed as part of the interview process (KCSiE 2024 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

Please ensure you reflect on all the bullet point statements above to ensure they accurately inform of the roles and responsibilities conducted by your governors, governing body, or trust. Delete or amend where required. Include, the Governor responsible for Managing Allegations will liaise with the FHP Deputy CEO/Whistleblowing Officer, e.g. allegation against the Headteacher, and will have attended appropriate Managing Allegations training.

Looked After Children – The Role of Designated Teacher (*maintained schools and academies*) and the Designated Safeguarding Lead

- A Designated Teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training and will collaborate with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead and SENCO will work closely together, as we recognise that children may have been abused or neglected before becoming looked after and may also have SEND. We will ensure they are fully supported, able to thrive and take the most out of their education or the learning opportunities we are able to provide by linking with the virtual school, their social worker, parents, and carers.
- 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 *pastoral/welfare/inclusion support*.
- 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.

Please add to or amend the above section, according to whether you have LAC children on roll. However, be mindful that even if you do not have any children with LAC status on roll this could change in the future.

Children with Special Educational Needs

(SEND Schools will need to expand this area to ensure that it reflects the practice and procedures in their school so that takes account of the varying needs and safeguards for children with SEN and disabilities and the environments where they access schooling and learning opportunities).

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 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 in place to safeguard children with SEN and disabilities and any additional policies which need to link to your child protection policy e.g. lifting and handling, transportation of children, personal care, management of medication, involvement of specialist services.

Also link to Positive Behaviour Policy in terms of SEND specific adaptations, e.g. SEND Support plans, De-escalation plans and individual risk assessments where CRB/physical intervention may be required as a last resort.

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 need to take 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.
- The staff will keep a full written record 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.
- 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 conduct 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 to safeguard children. They are aware that the Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR) 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 (KCSiE 24 paragraph 55).

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. 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 2023, updated February 2024).

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

- DfE KCSiE 2024 paragraphs 114 to 122 and Annex C.
- HM Working Together to Safeguard Children 2023 Paragraphs 28 to 34 and on pages 18 to 22.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR)).

Records and Monitoring (KCSiE 2024 paragraphs 66 to 67, Part Four, Part Five, Annex C)

(This will vary and require change dependent on whether your school, academy, college, or alternative education provision uses an electronic child protection recording and management system but the primary principles for record keeping remain the same).

Be explicit in terms of the recording system e.g. CPOMs, for safeguarding and recording concerns around a pupil.

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 will 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 will 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 will 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 confidential safeguarding 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 confidential safeguarding/child protection file (see below) is commenced then the chronology will be transferred to the confidential safeguarding/child protection file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'confidential safeguarding or 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).*

Note: The above paragraph will not be relevant to those schools/academies/colleges or alternative education providers that use electronic management systems, such as CPOM's or My Concerns.

We 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 as required by statutory guidance.

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/academy/college/alternative education provision (name.....) maintains paper 'confidential safeguarding files or 'child protection' file. Uses CPOMs/My Concerns (or other

named electronic recording system. You will need to ensure the system adopted by the school and signed off by the Governing Body/Trust is robust, secure, and appropriate.

We acknowledge without information being recorded it can be lost, miss informed, open to interpretation or change. This could be crucial information, the importance of which is not always necessarily apparent at the time. We will ensure all our recording is made in timely manner and is kept safe and signed off by one of our DSLs to evidence the reporting and information being used to safeguard the child and detail the 'child's journey through the safeguarding system.'

We acknowledge, on occasion this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

Recording Practice and Procedures *(Please ensure this reflects the procedures you have put in place, and shared with all your staff for your school, academy, college, or alternative provision).*

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of every incident or concern for the child will be made, including any telephone calls to other professionals **and any verbal conversations**. 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.

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 the early help service whenever needed. 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, 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.

May want to adapt the templates to fit CPOMs for example or add the template used on CPOMs. Make sure all information recorded is like the example in this appendix.

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

(KCSiE 2024 Annex C pages 171 to 172 and paragraphs 101,121 to 122, 547 and 550).

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 considered 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 a key factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

A 'child protection' or 'confidential safeguarding' 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 is open to social care or Early Help Service.
- Involved with statutory safeguarding agency.

All 'child protection' or 'confidential' files should contain the following *The information in this section will be dependent on whether the school/academy/college or alternative education provision maintains child protection and confidential safeguarding information in paper format or through electronic management systems such as CPOM's or My Concerns.*

Note: Delete if not relevant:

- 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.

Our *school/academy/college/ alternative education provider* 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 who 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, management, and security. Some DSL will be able to access your electronic system remotely.

This will include only DSLs having permissions, for example. Also explain your reporting procedures for staff who do not have CPOMS log-ins.

The 'confidential safeguarding or child protection' 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):

We will adopt the file transfer guidance and arrangements contained in KCSiE 2024 and ensure when a child moves school/education provision their child protection/confidential safeguarding file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

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 2024. 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.

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: please confirm this statement reflects the practice in you school/college: In accordance with KCSiE 2024 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 2024 paragraph 121 to 122 and Annex C).

Educating Young People – Opportunities to teach safeguarding

(KCSiE 2024 paragraphs 128 to 136, Annex A & Annex C Online Safety).

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 are in place and regularly review their effectiveness.

The education we provide for online safety will consider the need for children to learn using online technologies in a safe environment whether that be in *school/academy/college*, 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, sexual harassment between children and other forms of exploitation.

We will carefully consider mobile phone use and how this is managed to ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). We are aware many children have independent and unsupervised access to smart technology and could mean some children, could be vulnerable to, sexual harassment, bullying, and exploitation via their mobile and smart technology. We will use opportunities to raise awareness of risks and share this with parents and carers where able.

Describe here or list your policy on the use of mobile phones and social media technologies. The arrangements for including teaching the use of technology and online safety in the curriculum. 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:

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 documentation that supplements your 'safeguarding arrangements' e.g.

- *Behaviour Policy.*
- *Anti-bullying policy.*
- *Search and Screening policy.*

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 2024-2025 'What to do if you are worried a child is being abused or at risk of harm, neglect.</i>

<i>Appendix 2 -Template: Body Maps Guidance</i>

<i>Place to add any school, academy, college or AP additional guidance, policies, or documents e.g., Child-on-Child Abuse Policy.</i>

Appendix 1

Name of School/Academy/AP 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, sexual harassment, online harm.

- 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**

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 and contact, make referral.

Safeguarding concern Resolved /no longer held.

Support has been agreed, record decisions and any follow up actions.

MASH Tel: 0300 500 80 90

Consultation Line Tel: 0115 977 4247

(Office Hours Monday to Friday)

Where need is identified contact the **Early Help Service**

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

Consult with the child young person, family, and relevant agencies:
Agree support, refer to NSCP 'Pathway to Provision' Guidance.

**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.

Appendix 2

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)

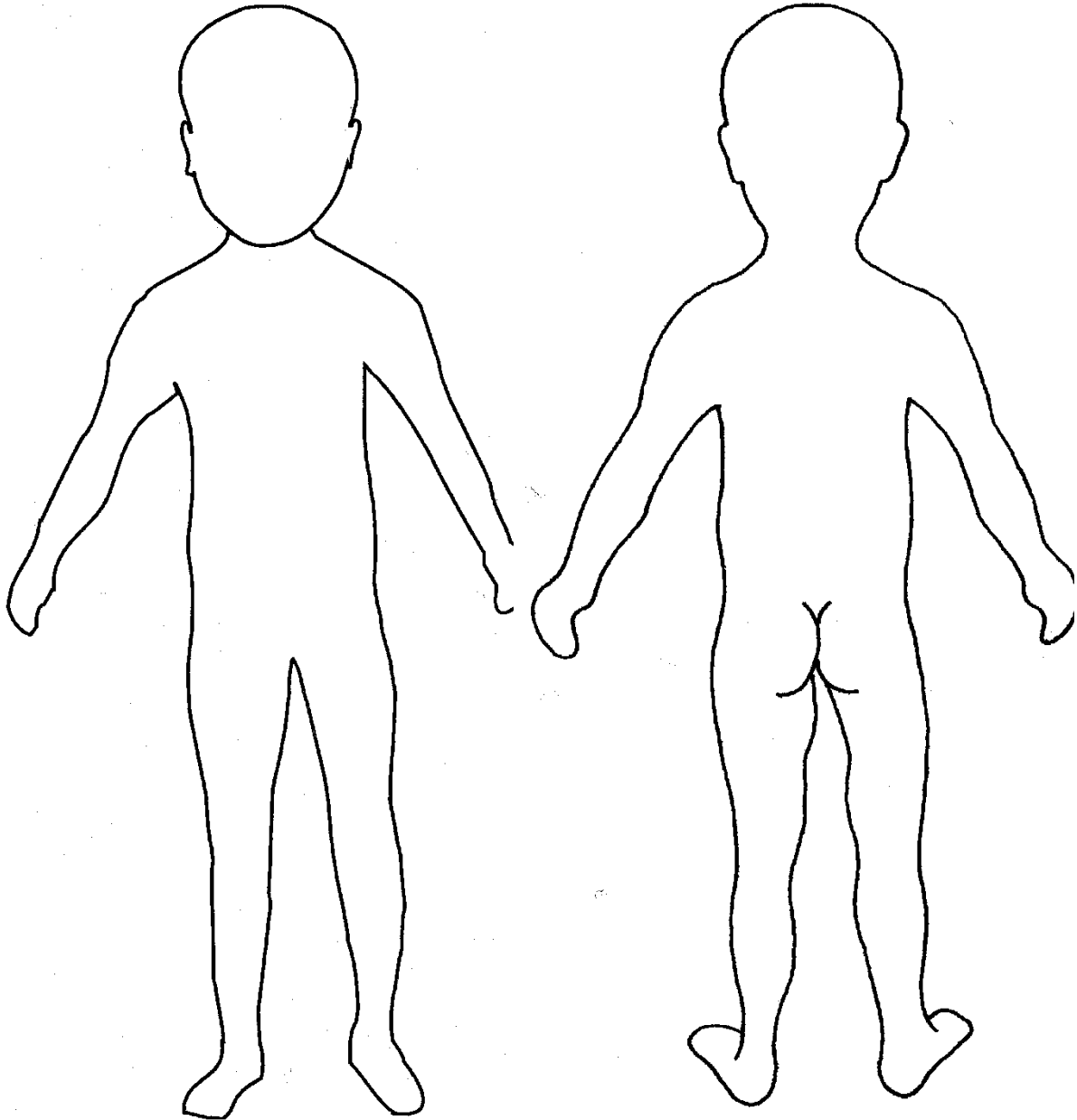
Names for
Child: _____

Date of
Birth: _____

Name of
Worker: _____

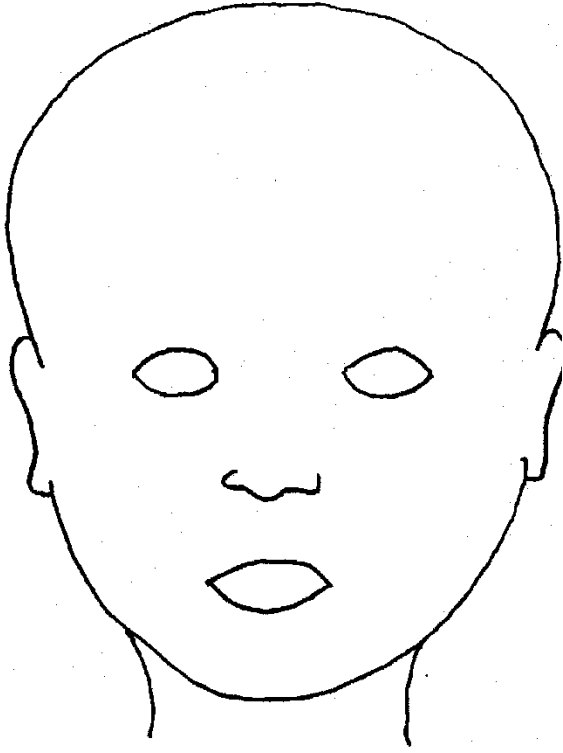
Agency: _____

Date and time of
observation: _____

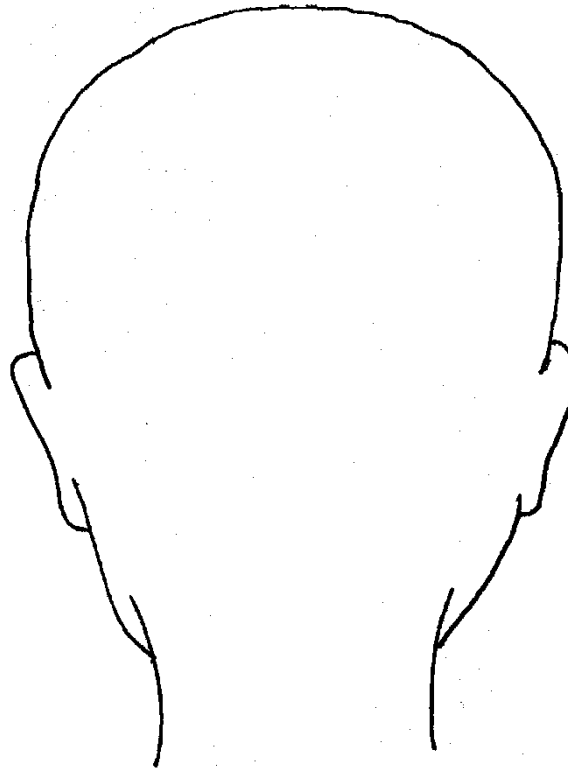


Name of
Child: _____

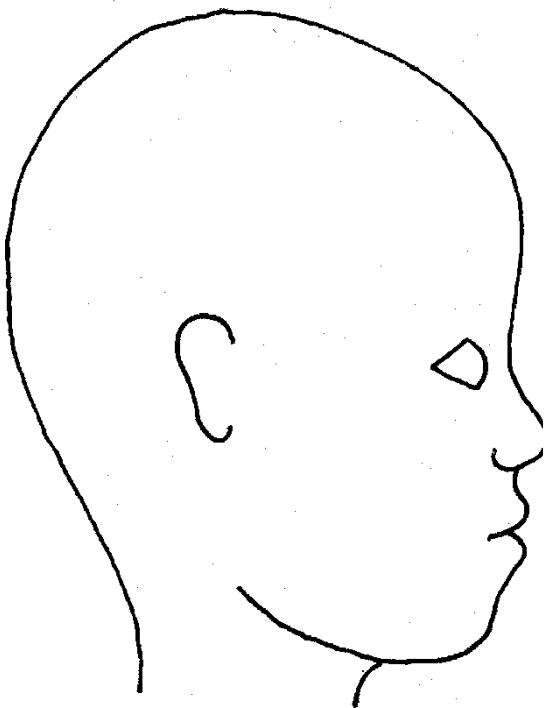
Date of
observation: _____



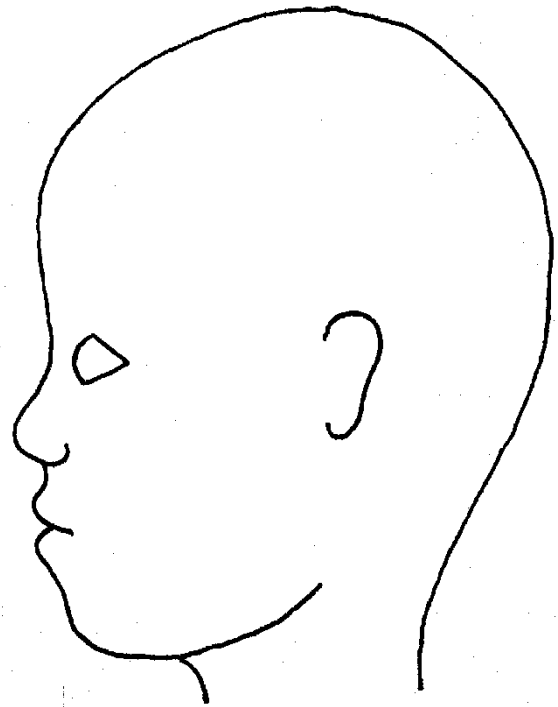
FRONT



BACK



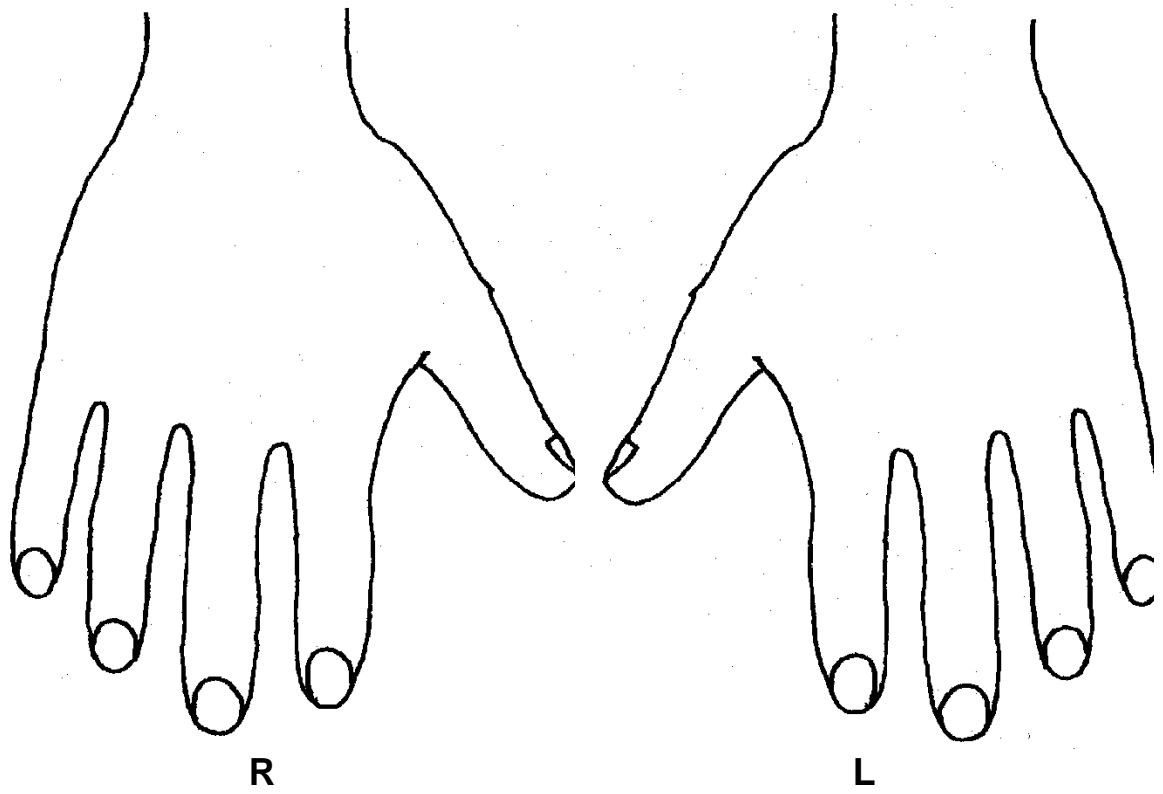
RIGHT



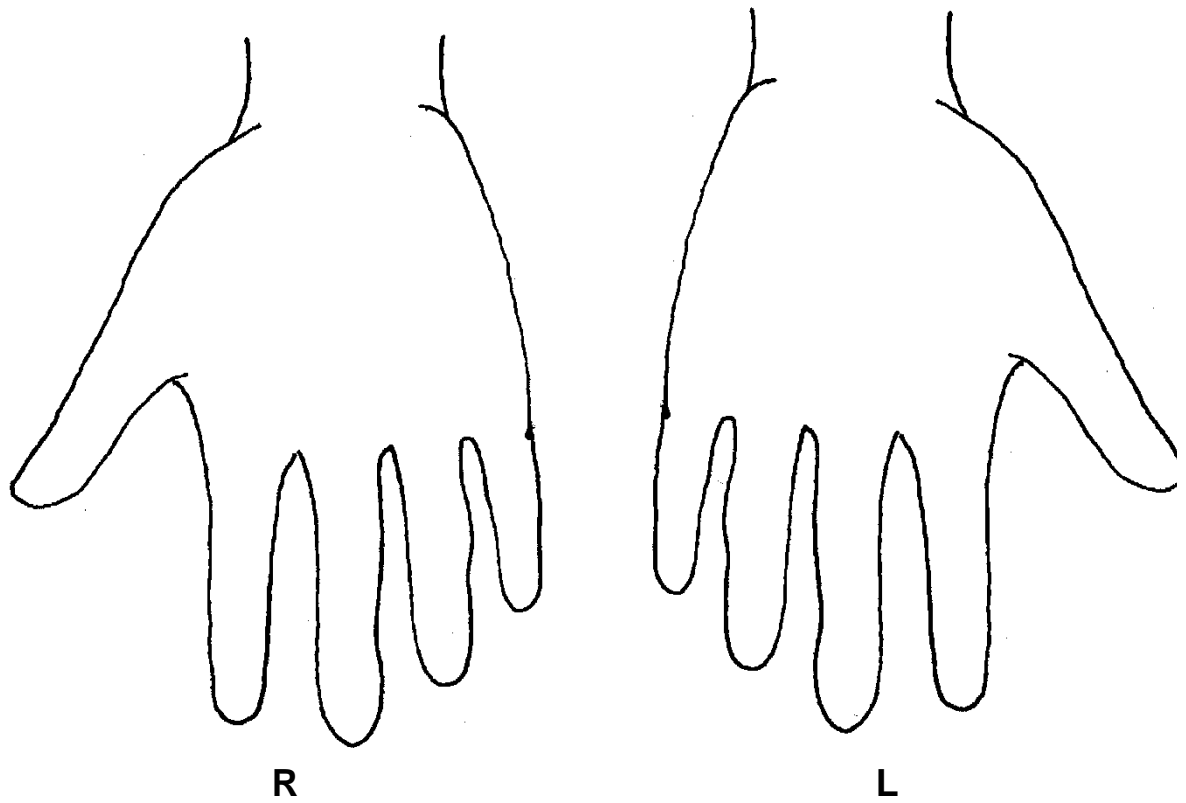
LEFT

Name of Child: _____

Date of
observation: _____



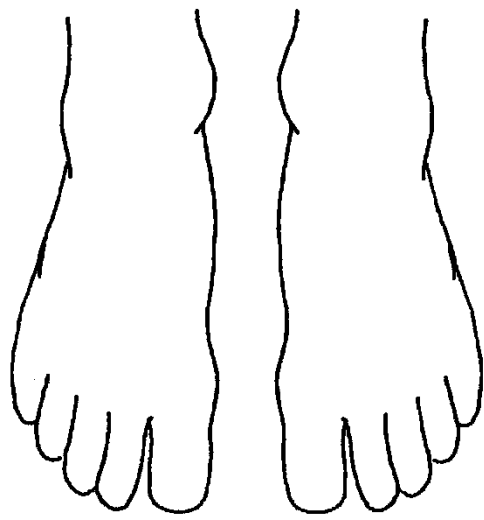
BACK



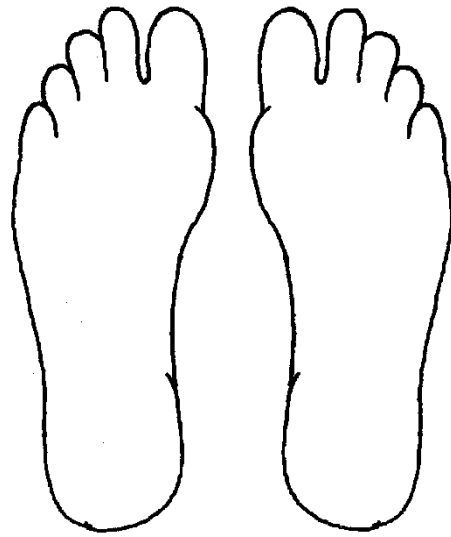
PALM

Name of
Child: _____

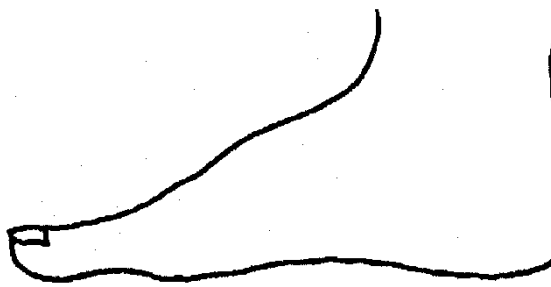
Date of
observation: _____



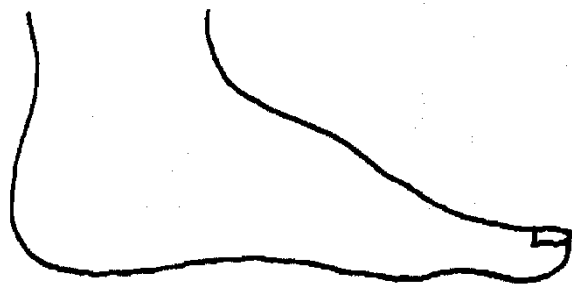
R TOP L



R BOTTOM L



R

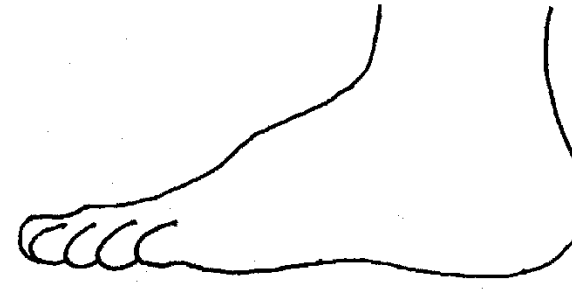


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information: