



Linby cum Papplewick CE Primary School

WHOLE SCHOOL POLICY FOR CHILD

PROTECTION TO SAFEGUARD

AND PROMOTE THE

WELFARE OF CHILDREN

2018/2019

INTRODUCTION

Linby cum Papplewick CE Primary School recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Pupils and Personnel Committee of the Governing Body.

Date of last review: Autumn 2018

Date of next review: Autumn 2019

Role	Name	Contact Details
Designated Governor for Child Protection/ Safeguarding	Mrs Rachel Tennant	RTennant@linby.notts.sch.uk
Snr Designated Safeguarding Lead	Mr D Conidi	0115 9634282 head@linby.notts.sch.uk
Deputy Safeguarding Lead	Mrs R Hodge	0115 9634282 deputy@linby.notts.sch.uk
<i>Names of additional Safeguarding Officers</i>	NA	NA
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
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546

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

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

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

SAFEGUARDING

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

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

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

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

NB. Children includes everyone under the age of 18 years of age

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

- Pupils' health and safety and well-being, including their mental health

- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context
- Keeping children safe from risks, harm and exploitation: KCSIE 2018 Annex A

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised abuse
- Bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice based bullying
- Peer on Peer abuse
- Racist, disability and homophobic, biphobic or transphobic abuse
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation
- Child sexual exploitation and human trafficking
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment (KCSIE 3018 Part Five)
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence
- Particular issues affecting children including domestic violence, female genital mutilation and honour based violence and forced marriage

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Linby cum Papplewick CE Primary School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school therefore, led by senior members of staff/governors aims 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 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 taken in conjunction with the Designated

Safeguarding Lead. Although any staff can make a referral to children's social care where a child is identified as being in immediate danger there should be no delay in a member of staff reporting the concerns directly to children's social care or the policy as required.

The Snr Designated Safeguarding Lead (DSL) / Head Teacher who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

The Policy

There are five main elements to our policy:

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

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

The School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are trusted adults in the school whom 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 PSHE or SRE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
 - Recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
 - Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse
 - Recognising how pressure from others can affect their behaviour
- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised

- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school
- Promote pupil health and safety
- Promote safe practice and challenge unsafe practice
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2016 Part Four Pages 40 to 50), and the NSCB Local Inter-agency Procedures
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security
- Address drugs and substance misuse issues
- Support and plan for young people in custody and their resettlement back into the community
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2018 to:

- Ensure we have a Snr Designated Safeguarding Lead (DSL) (who is a member of the school/college leadership team) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role
- Ensure we have a nominated governor responsible for child protection/safeguarding
- Ensure that we have a Designated Teacher for Looked-After children
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead and their deputy(s) responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead or to children's social care/police if a child is in immediate danger
- Ensure all staff and volunteers are aware of the early help process and understand their role in it
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously
- Ensure that there is a complaints' system in place for children and families

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan
- 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; separate from the main pupil file, and in a locked cabinet in an office (not a classroom)
- 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 escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

The school will endeavour to support the pupil through:

- The content of the curriculum
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy and anti-bullying policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 7, published in March 2018), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.

- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised

Safe Staff and Supporting Staff

- The leadership and governing body of the school will ensure that all safer working practices are followed according to the policies and procedures with the HR Guidance available on the Schools Portal (where this service has been bought) and according to DfE statutory guidance Keeping Children Safe in Education in force from 3rd September 2018. Staff and governors will be informed of any changes to practice.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process.
- 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.
- In the event of any complaint or allegation against a member of staff, the Head Teacher (or the Designated Safeguarding Lead) if the Head Teacher is not present, will be notified immediately. If it relates to the Head Teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting, and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the Safeguarding Children in Education Officer (SCIEO), LADO and NCC HR where appropriate to the leadership team
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.

Links to other Local Authority policies

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

- *Accessibility Plan*
- *Anti-Bullying (part of School Behaviour & Discipline Polices)*
- *Attendance Policy (School Procedures)*
- *Behaviour Principles Written Statement*
- *Equality*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints' Procedure Statement*
- *Cyber –bullying (part of School Behaviour & Discipline Polices)*
- *Internet Access Policy*
- *Freedom of Information*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty*
- *Health and Safety*
- *Security Policy*
- *Disability Equality Action Plan*
- *Home-school Agreement Document*
- *Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges**
- *Physical intervention*
- *Register of Pupil Attendance*
- *School Access Policy*
- *School Behaviour & Discipline Policies*
- *Relationships and Sex Education*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance*
- *School information published on a website*
- *Whistle Blowing Policy*

All Agencies

- [Pathway to Provision Version 7\(NCC\)](#)
- [Guidance where children are at risk of missing education](#)
- [Escalation policy \(NCC\)](#)
- [Interagency Safeguarding Children Procedures of the NSCB](#)

Roles and Responsibilities

Everyone

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

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn.

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.

All our staff are aware of systems within Linby cum Papplewick Primary School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education Part One. Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

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

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

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

Staff responsibilities

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

To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations’ procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LSCB and take account of guidance issued by the DfE KCSIE 2018 Part One.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help (*para 18 KCSiE 2018*)

- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSIE 2018 Part Four), Nottinghamshire Safeguarding Children Board (NSCB) and Nottinghamshire County Council (NCC)

Teachers (including NQTs) and Head teachers – Professional duty

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

Designated Safeguarding Lead

We have a Snr Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

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

Work with others

- Liaise with the Head Teacher/Principal (where the Snr Designated Safeguarding Lead role is not carried out by the Head Teacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2018) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/ LADO Allegation Officer where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Board procedures and practice guidance

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register 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 Pathway to Provision Version 7, EHAF and the Early Help Unit.

- Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

Raise awareness

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

Child Protection file

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

Availability

- During term time the Snr 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. Appropriate arrangements will also need to be in place for any out of school hours' activities in- line with the guidance contained in DfE KCSIE 2018 para 61 to 67 and Annex B.

Head teacher

The Head teacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Head Teacher will ensure all staff have access to and read and understand the requirements placed on them through:- the Whole School Child Protection Policy; the staff behaviour/conduct policy; NCC HR Staff Behaviour Policy also known as the Code of Conduct; DfE Keeping Children Safe in Education guidance 2018, Part One, as a minimum.
- The Head Teacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2018 and Part Two Leadership and Management.
- 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 Head Teacher or Principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2018). If the allegation is against the Head Teacher/Principal then the Governing Body/Chair of the Management Committee/Proprietor will manage the allegation – see below.

Governing Body and Trusts

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCB guidance and monitor 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 2018, Working Together to Safeguard Children 2018 and the recently published HM Government guidance ' Information

Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018.

- Ensuring cooperation with the local authority and other safeguarding partners
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked- After Children is appropriately trained.
- Ensuring that all staff read and fully understand at least Part One of Keeping Children Safe in Education 2018 and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One.
- Ensuring that the governing body is collectively responsible for the school's 'safeguarding arrangements'. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- The Chair of Governors and Named child protection/safeguarding governors will access role specific training to enable them to discharge and comply with their child protection/ safeguarding responsibilities.
- Ensuring there is a training strategy in place for all staff, including the Head Teacher, so that child protection training is undertaken with refresher training at three yearly intervals. The Snr Designated Safeguarding Lead and all other staff with designated safeguarding responsibilities should receive refresher training at two yearly intervals.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- Ensuring that if there is an allegation made against the Head Teacher or Principal that meets the criteria for a referral to LADO then the Chair of Governors/Chair of the Management Committee/Proprietor will contact the LADO immediately (within 24 hours) – see Part Four of KCSiE (2018).
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the Head Teacher/Principal by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Ensuring that peer on peer abuse is included in child protection and safeguarding policy, sexting and the school's response is included and different gender issues that are prevalent in peer on peer abuse.

- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training when interviewing.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

Whistle Blowing Policy

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle Blowing Policy. A Whistleblowing disclosure must be about something that effects the general public, such as:

- *A criminal offence has been committed, is being committed or is likely to be committed*
- *A legal obligation has been breached*
- *There has been a miscarriage of justice*
- *The health and safety of any individual has been endangered*
- *The environment has been damaged*
- *Information about any of the above has been concealed.*

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0800 800 5000.

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

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

Care Leavers

We recognise those children and young people who cease to be Looked –After and become ‘care leavers, should remain supported and our Designated Teacher and schools staff will work with the personal advisor appointed for them to help develop a pathway plan with them and the young person.

Identifying Concerns

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

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

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

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

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

- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The four categories of child abuse are as follows:

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

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

Some of the Possible Indicators Could Include:

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

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

Some of the Possible Indicators Could Include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

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

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self- esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult’s under the influence of alcohol or drug misuse.

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

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

- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- has an age inappropriate understanding of sexualised behaviours
- is privately fostered

All our staff have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via peer on peer abuse, which may include:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking ,biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery; and
- initiation, hazing type violence and rituals

All our staff will **always act in the ‘best interest of the child’** and report or refer concerns in accordance with our school policies and procedures

Contextualised safeguarding

We recognise safeguarding incidents and / or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff but particularly our Designated Safeguarding Leads (DSL’s) will consider the context within which such incidents and or behaviours occur. We recognised this is known as ‘contextual safeguarding’ and will take into account by assessing whether wider environmental factors are present in a child’s life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Children with Special Educational Needs

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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

Taking action where concerns are identified

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

If staff have concerns about a child they will need to decide what action to take.

A discussion should take place with the Snr Designated Safeguarding Lead to agree a course of action.

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

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

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising and only using open questions;
 - Leading questions should be avoided as much as possible
 - Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted direct in an emergency.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved. 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 Head Teacher or Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

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

[DfE guidance](#) See also the NSCB guidance www.nottinghamshire.gov.uk/nscb

Information Sharing

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

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

- *DfE KCSIE 2018 para 71 to 75*
- *HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Board (NSCB) Policy and Practice Guidance.*

Records and Monitoring

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

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body 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.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file exists.

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Our school maintains paper 'concern's files or 'child protection confidential' Files.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time.

On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

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

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

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

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

It is suggested that within a child's 'child protection' or 'confidential' file there is:

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

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

Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be 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.

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

Where children leave the school or college we will ensure their confidential/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place. There should be a smooth and safe transition for the child. Those schools and colleges that use electronic case record management systems should continue to have good dialogue between the Snr Designated Safeguarding Leads to ensure children subject to child protection and safeguarding concerns are well supported. and any transition arrangements or change of school and or education provision should be seamless.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern. ***NB There are templates attached within the appendices, which include a case record, chronology sheet, record of concern disclosure sheet and body maps and guidance.***

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision Version 7 document published March 2018.

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

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

Educating Young People

As a school we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE, SRE programme and through IT curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be safe* and to *feel safe*)
- recognising abusive and coercive language and behaviours

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.
- If parents or carers are concerned that their child is being contacted by adults as a result of having shared sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](http://www.nspcc.org.uk/what-we-do/our-services/parental-support/sexting)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](http://www.nca.gov.uk/child-protection/sexting)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>

- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#)' which helps young people to handle incidents of sexting.
- The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

The following appendices are a part of this policy:

Appendix 1	NCC LA Flow Chart 'What to do if you are worried a child is being abused'
Appendix 2	Template: Case Record and Chronology form
Appendix 3	Template: Logging a concern about a child's safety and welfare
Appendix 4	Template: Body Maps Guidance and Body Maps
Appendix 5	Template: Front Sheet
Appendix 6	Template: Concerns Shared by others
Appendix 7	Template: Safeguarding Children Data Base
Appendix 8	Template: School's Safeguarding Action Plan
Appendix 9	Peer on Peer Abuse
Appendix 10	Child Sexual Exploitation (CSE)
Appendix 11	Online Safety, Sexting & Youth Produced Sexual Imagery
Appendix 12	The Prevent Duty
Appendix 13	County Lines
Appendix 14	Female Genital Mutilation
Appendix 15	Honour Based Violence
Appendix 16	Children Missing from Education
Appendix 17	Photographing and Videoing of Children
Appendix 18	Private Fostering
Appendix 19	Assurance Of Statutory Safeguarding Arrangements Form
Appendix 20	Safeguarding Children in Education: Self-audit tool 2018-19
Appendix 21	Induction of Staff Checklist for Safeguarding

Appendix 1

Linby cum Papplewick CE Primary School Child Protection/ Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'

Member of staff, volunteer has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviour

Where a child or young person discloses abuse or neglect

- Listen to what they say, keep calm, reassure they are right to tell and you will take action to help keep them safe. **DO NOT DELAY take any immediate necessary action to protect the child**
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information onwards
- Do not question further, or inform the alleged abuser

Discuss concerns with the Snr Designated/ Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH if a new concern)
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or 'child protection' file should be opened, stored in line with the school child protection policy

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

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

Safeguarding concern resolved/no longer held

Support has been agreed, record decision, any follow up actions

Children's Social Care During Office Hour, Monday to Friday Multi Agency Safeguarding Hub (MASH)

Tel:- 0300 500 80 90 If the child is at immediate risk dial 101 and ask for assistance Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Board procedures – www.nottinghamshire.gov.uk/nscb

Out of hours
Contact:-
Emergency
Duty Team
(5.00pm –
8.30m)
Tel: 0300 456
4546

Unmet needs identified

Decide what actions are needed to support the

Consult with child young person, family and relevant agencies:
Agree support, refer to NCC LA guidance 'Pathway to Provision' Version 7

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

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

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

Appendix 2

Case Record/Chronology

CONFIDENTIAL

Sheet Number:

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

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

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

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

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

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

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

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 concern/confidential file.

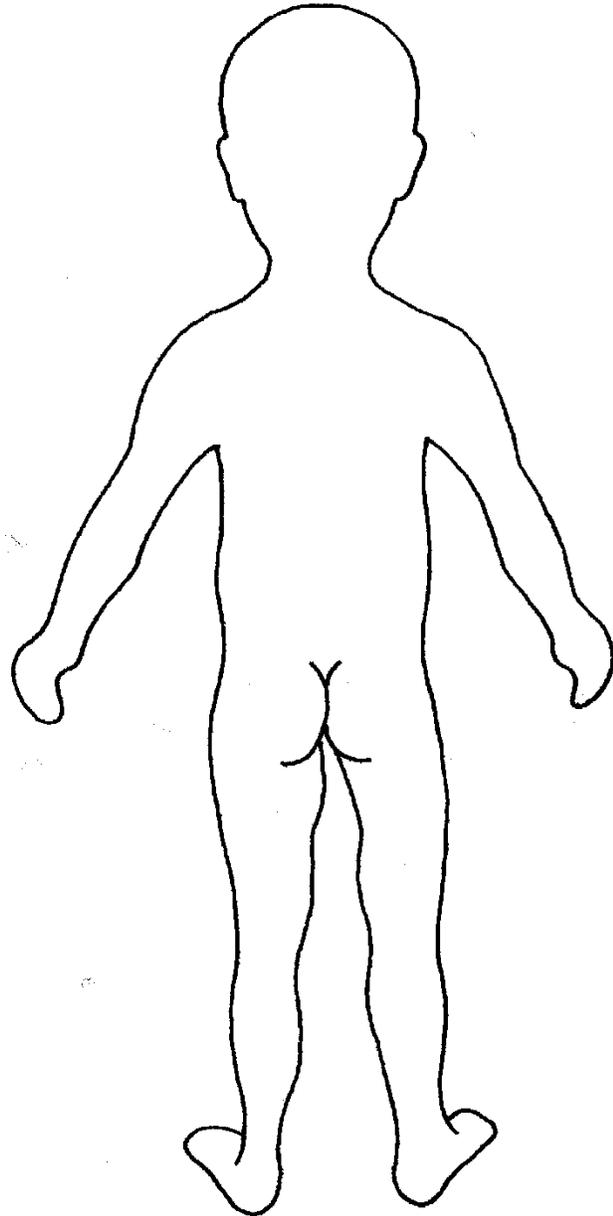
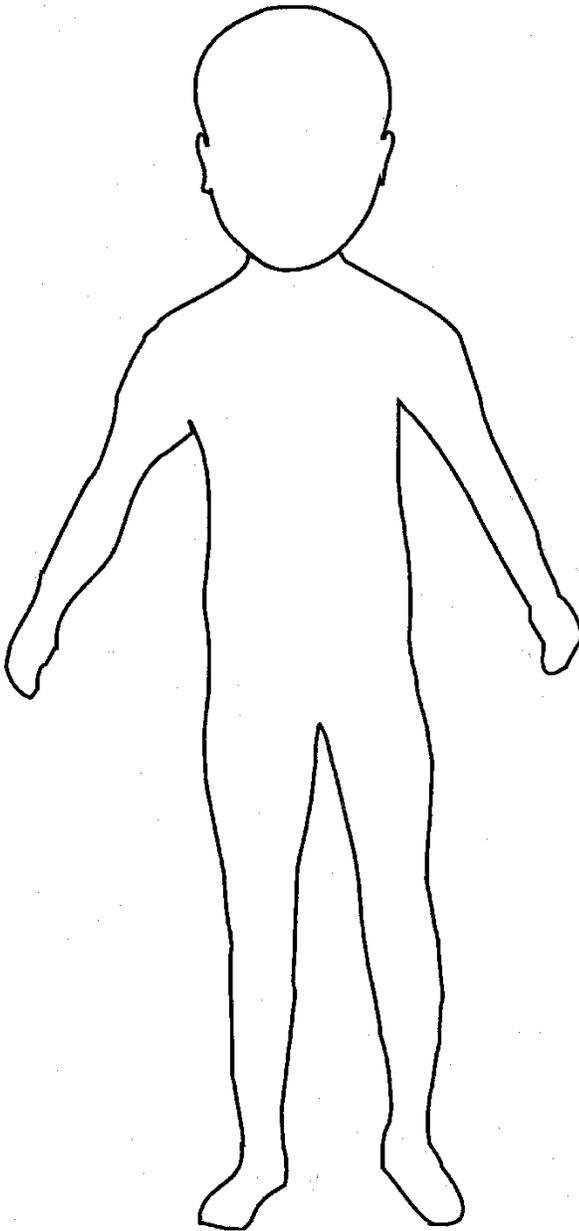
BODYMAP

(This must be completed at time of observation)

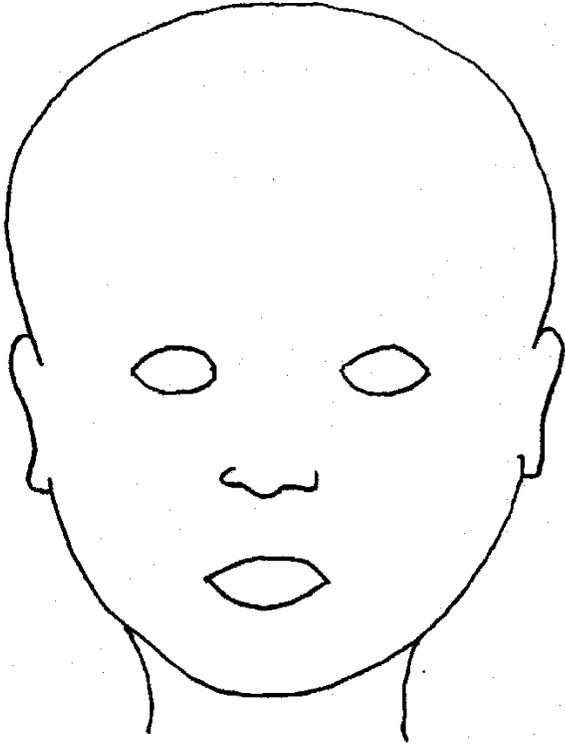
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

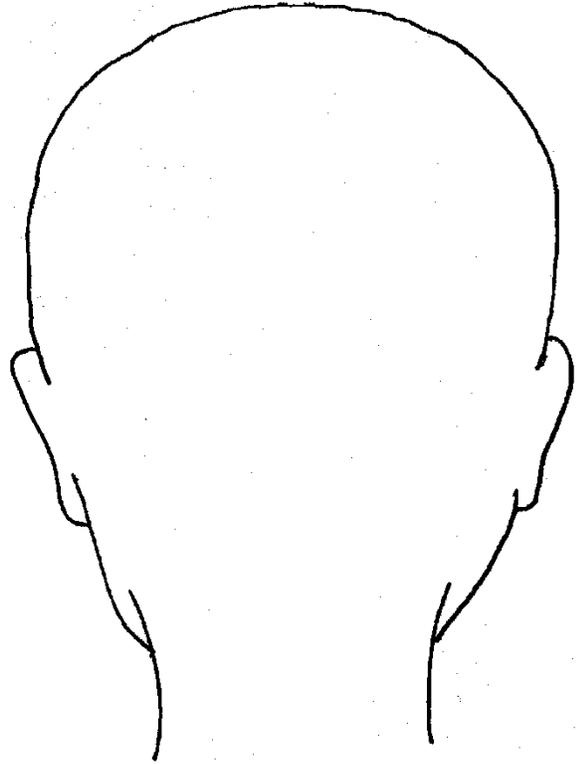
Date and time of observation: _____



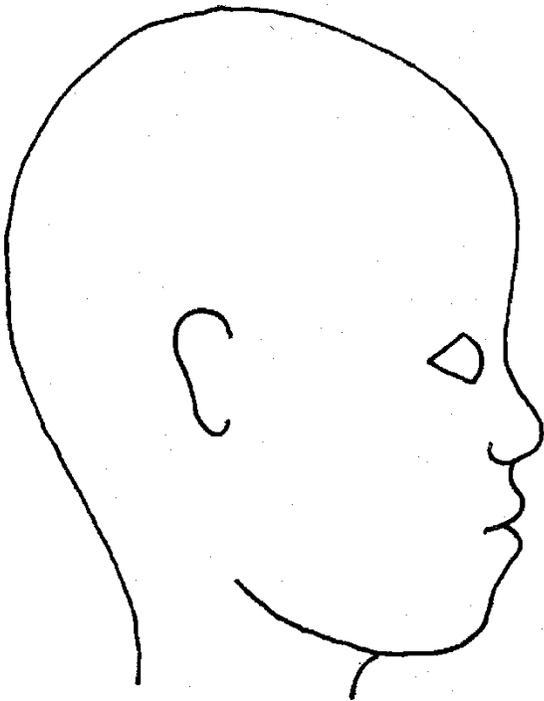
Name of Child: _____ Date of observation: _____



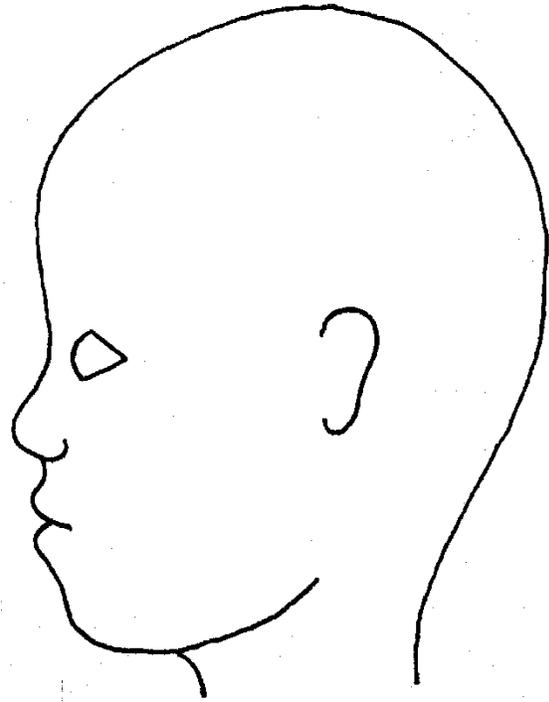
FRONT



BACK

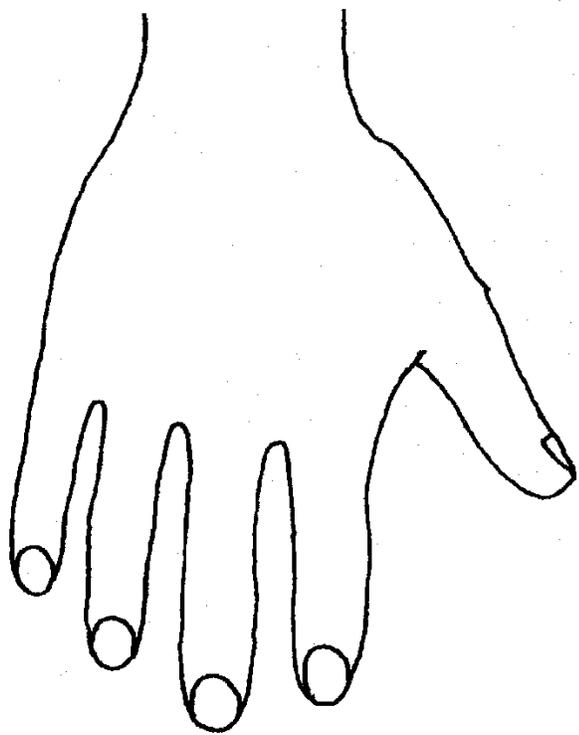


RIGHT



LEFT

Name of Child: _____ Date of observation: _____

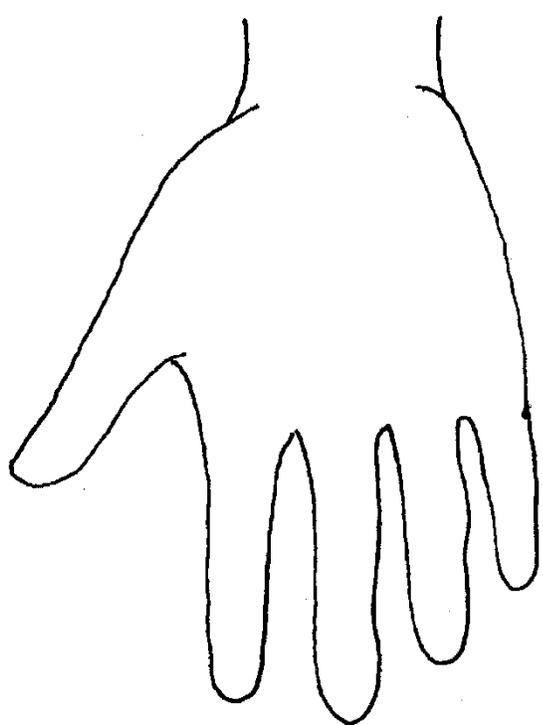


R

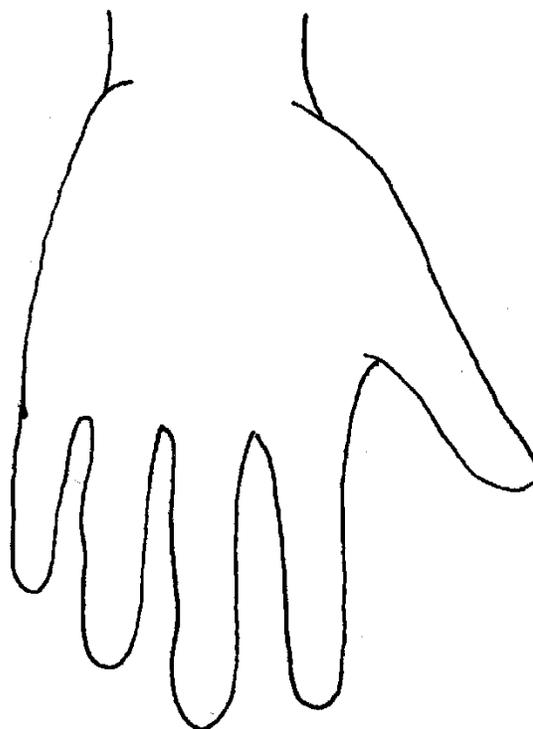


L

BACK



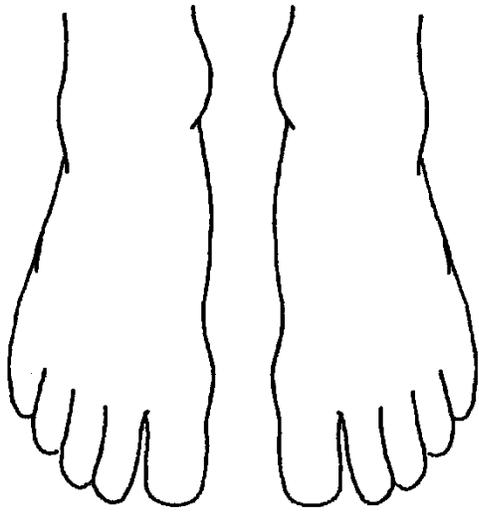
R



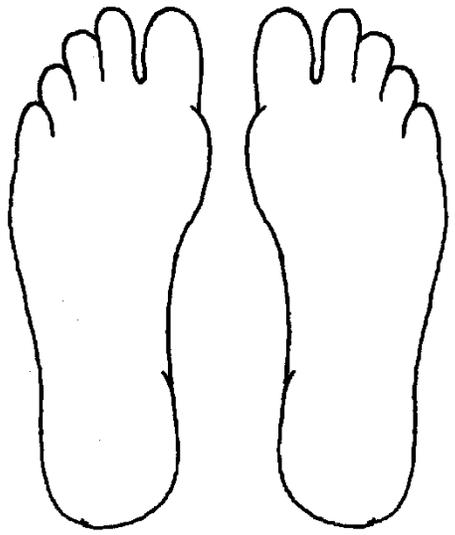
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PALM

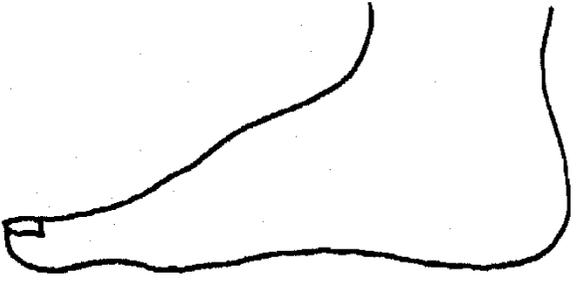
Name of Child: _____ Date of observation: _____



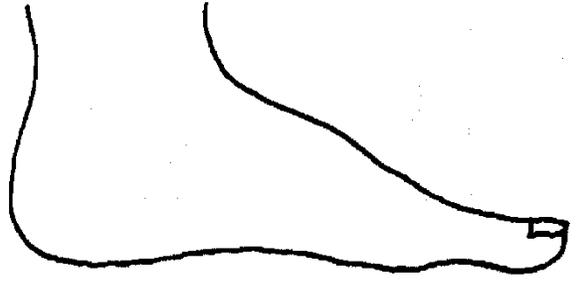
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INNER



R



L

OUTER

Printed Name and
Signature of worker:

.....

Date:

Time:

.....

Role of Worker

.....

Other information:

.....

Appendix 6

Logging concerns/information shared by others external to the school (Pass to the Designated Safeguarding Lead)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc.?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by the Designated Safeguarding Lead	
Name:	
Date and time:	

Safeguarding Children Data Base (example template)

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
Michael Smith	17-4-1999 7EJ	8 Fair Trade Trumpton Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433 John Newton ISS Tel:- 01623 433433	Child Protection	ICPC 28-6-2010 RCPC 15- 12 2010 Core group Mtgs 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010
Amy Plant	14-10-1999 8PT	9 Lovely Day Rd Camberwick Green Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection Child In Need	ICPC 12-11-2009 RCPC 23-3-2010 CiN 12-5-2010 21-7-010
Neil Brooks	23-7-1995 10KL	22 Sandy Shore Pebbley Beach Tel:- Respite Care 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:- Jill Mob:- Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:- Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need Statement of SEN	CiN 22-7-2010 SEN Review 19-9-2010.

Appendix 9

Peer on Peer Abuse – Please see Separate Policy for more details

Our School recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”.

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation (Appendix 10)
- Sexting or youth produced digital imagery (Appendix 18)
- Bullying (including cyberbullying)
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence – which may include initiation type violence and rituals
- Technology can be used for bullying and other abusive behaviour
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify as or are perceived as LGBT; or who have other protected characteristics (race, religion).

Research tells us girls are more frequently identified as being abused by their peers; girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers) and LGBTQ young people. We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

Appendix 10

Child Sexual Exploitation (CSE) Policy

The school adheres to the Nottinghamshire Safeguarding Children Partnership NSCP procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high profile issue both nationally and locally.

Please Note: In February 2017, the DfE revised the definition of CSE:-
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- (a) In exchange for something the victim needs or wants, and/or
- (b) For financial advantage or increased status of the perpetrator or facilitator.

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

The Linby cum Papplewick CE Primary School recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our school.

Like all forms of child sexual abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs

or being bullied. Not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present. Any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

As a school we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

To do this we will:

- Engage in multi-agency working
- Educate all children and young people about child sexual exploitation and other forms of related harm (both online and offline) and how to access support.
- Provide complementary messages to parents and carers about risks to their children (online and offline) and how to access support if they have concerns.
- Consider the levels of knowledge and understanding of the wider workforce, so that everyone working with children and young people can play their role in prevention.
- Ensure messages and methods of delivery are suited to the nature and needs of the audience.
- Ensure education is grounded in an evidence-based understanding of child exploitation (both online and offline);
- Challenge myths and misconceptions about who is perpetrating and experiencing this form of abuse;
- Send a clear message that all forms of child sexual exploitation are abuse;
- Recognise the potential overlap between victims and perpetrators;
- Provide information on where and how to report concerns and access support
- Be inclusive and accessible to the intended audience
- Adopt a holistic approach
- Take into account the context of the community, the school and the individual pupils
- Recognise that parents and carers have a critical role to play in helping to protect children and young people from child sexual exploitation.

Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work (TRIP). An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

Child sexual exploitation may be associated with other crimes, or perpetrators may be involved in other criminal activity, and as such disruption measures may be used to help tackle child sexual exploitation.

This includes:

- Obtaining orders on an identified individual (see Child sexual exploitation: Annexes to 'Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation', February 2017).
- Investigation of other crime types such as drugs or theft.
- Increased police attention on an individual (checking car tax, road worthiness of car etc.) • Increased police presence in suspected hotspots (online or offline)
- Working with internet providers to address online risks
- Use of licensing laws and powers to obtain guest information or close down premises associated with child sexual exploitation. It is therefore important that as an academy we engage fully in multi-agency working and share information as appropriate. If prevention is not possible we aim to identify children who are at risk of, or are being, exploited very early. Children rarely self-report child sexual exploitation. Potential indicators of child sexual exploitation are:
 - Acquisition of money, clothes, mobile phones etc., without plausible explanation;
 - Gang-association and/or isolation from peers/social networks;
 - Exclusion or unexplained absences from school, college or work;
 - Leaving home/care without explanation and persistently going missing or returning late;
 - Excessive receipt of texts/phone calls;
 - Returning home under the influence of drugs/alcohol;
 - Inappropriate sexualised behaviour for age/sexually transmitted infections;
 - Evidence of/suspicious of physical or sexual assault;
 - Relationships with controlling or significantly older individuals or groups;
 - Multiple callers (unknown adults or peers);
 - Frequenting areas known for sex work;
 - Concerning use of internet or other social media;
 - Increasing secretiveness around behaviours;
 - Self-harm or significant changes in emotional well-being.

We remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children. We want to have a culture where the welfare of children is actively promoted, and staff and pupils are vigilant. As part of this children will feel listened to and safe.

Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted and staff and pupils are vigilant. As part of this children will feel listened to and safe.

Further information is available from the Department for Education:

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

Appendix 11 Online Safety and Youth Produced Sexual Imagery (Sexting)

Further information is available in the TETC schools' portal

Our school ensures that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including children sexual exploitation; radicalisation and sexual predation.

Online safety now covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to take into account the increasing mobility of access to digital technology through the range of mobile devices.

Technology often provides a platform to facilitate harm. However, it important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.

Through our Online Safety Policy, our school will ensure that we meet their statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our school. The policy also forms part of our school's protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter terrorism and Securities Act 2015 which requires our school to ensure that children are safe from terrorist and extremist material on the internet. Our school will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the school's IT systems and technology that can be used online.

Our school recognises that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

Sexting

Introduction

The school recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at UKCCIS 2016 Guidance. This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This information forms part of the school's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.

However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual imagery of themselves or peers are breaking the law, therefore, we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The school is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The school may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
 - Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
 - Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annex A, page 31 UKCCIS Sexting in Schools Guidance 2016
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage
- An immediate referral to children's social care and/or the police should be made if at the initial stage:
 - The incident involves an adult •
 - The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
 - If the sexual acts are unusual for the developmental age or violent
 - Children under 13 years are involved
 - The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the school will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the Designated Safeguarding Lead with the input of the Head teacher and others as appropriate and will be recorded.

Examples of cases where there is no need to involve the police are:

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.

In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considering when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement will always be applied.

The images will not generally be viewed by staff unless there is a clear reason for doing so, reporting of the content is usually sufficient

- We will NOT copy, print or share the image as this is illegal
- If viewing is done, it will be with another member of safeguarding staff or senior leadership

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.

Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police

CSC will be involved where there are concerns which meet the threshold or if we know they are already involved with a child.

Case studies:

Children aged under 13:

A class teacher found a naked photo of a child (boy, aged 11) on a school tablet. The child said that he had been using the tablet with two other children during lunchtime and they dared him to take a picture of his bottom.

School response:

The school had no other safeguarding concerns about the children or their families. The school Designated Safeguarding Lead spoke with the local authority education safeguarding team and subsequently accessed the local safeguarding board's guidance regarding underage sexual activity. This tool indicated that the behaviour was likely to be inappropriate but did not meet the threshold for a referral to children's social care.

The school Designated Safeguarding Lead spoke with the children involved and their parents and advised them on the situation and possible consequences

including police and social care involvement. The children were sanctioned in school for their behaviour and the parents were fully supportive of the school's approach.

All members of staff were provided with updated online safety training and a reminder of the school online safety and acceptable use policy to ensure that children were not left unsupervised with school tablets. The school documented the incident and the actions taken in the children's safeguarding records.

Educating Young People

As a school we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a school wide approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE programme and through IT curriculum work to underpin a specific message such as 'sexting', in an age appropriate manner.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to be safe and to feel safe)
- recognising abusive and coercive language and behaviours
- accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. Young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: NSPCC Sexting
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: THINKUKNOW Nude-selfies-a-parents-guide
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images Childline Zipit Ap
- There is information on the ChildLine website for young people about sexting: Childline information for young people
- The Safer Internet Centre has produced resources called 'Childnet So you got naked online' which help young people to handle incidents of sexting

The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

ChildLine: www.childline.org.uk ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH):

<http://www.saferinternet.org.uk/about/helpline> Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the UKCCIS Sexting in Schools Guidance 2016

Appendix 12 Prevent Duty and Radicalisation

There are now duties imposed on schools and other agencies under the Counter Terrorism and Security Act 2015 (The Prevent Duty).

Further advice in relation to this is within KCSiE, 2018, and also the DfE nonstatutory guidance The Prevent Duty: departmental advice for schools and childcare providers:

- Risk assessment (page 5).
- Working in partnership (page 7).
- Staff training (page 7).
- IT policies (page 8).
- Building children's resilience to radicalisation (page 8).

We are proactive in our approach and have ensured the Designated Safeguarding Lead & Deputy Designated Safeguarding Lead have accessed face to face training to help identify risk and support other colleagues where there are specific concerns. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with. Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team and more serious concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

In exercising our specific duty under Prevent we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to Daesh, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision/systems.

At Linby cum Papplewick CE Primary School we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, SEND policy, assembly policy, our SMSC work, anti-bullying work and wider curriculum. We are committed to ensuring that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We ensure our policies for use of the school premises by external agencies, visitors, premises' hire and our online safety and ICT policies protect students from extremism.

Recognising Extremism

Early indicators of racialisation or extremism may include:

- Showing sympathy for external causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others verbalising anti-Western or anti-British views
- Advocating violence towards others

Appendix 13 County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Gangs deliberately target vulnerable children – those who are homeless, living in care homes or trapped in poverty. These children are unsafe, unloved, or unable to cope, and gangs take advantage of this.

Gangs groom, threaten or trick children into trafficking their drugs for them. They might threaten a young person physically, or they might threaten the young person's family members. Gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter.

However, they become trapped in county lines, the young people involved feel as if they have no choice but to continue doing what the gangs want.

What are the signs of criminal exploitation and county lines?

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

Appendix 14

Female Genital Mutilation – Revised November 2016

Guidance Notes for Staff/Governors

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Board procedures [NSCB Procedures FGM](#) which has been informed by the government Multi-Agency Statutory Guidance 2016.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

Although prevalence of FGM within Nottinghamshire is not likely to be high, no local authority area is likely to be free from FGM entirely. Staff and governors therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 which strengthened protection to women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under the age of 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities. In all cases where schools suspect a girl to be at risk they must follow normal safeguarding procedures. Certain times of year present a greater risk to girls from practicing communities. The 'cutting season' during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all staff and the nominated governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community
- A child may talk about a long holiday to a country where the practice is prevalent
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'

- A child may confide that she is to have a 'special procedure' or to attend a special occasion
- A child may request help, directly or indirectly, from a teacher or another adult
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family
- A girl is withdrawn from PSHE/SRE without any specific reason being given

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing
- Spending longer in the bathroom
- Urinary or menstrual problems
- Prolonged absence and then noticeable behaviour changes
- Reluctance to undergo normal medical examinations
- May confide in a professional but may not be explicit or may be embarrassed
- Talking about pain or discomfort between her legs

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the DSL who in turn should consult the MASH.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- You have a duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- There will be potential enquiries under Section 47
- Potential police enquiries
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Where you know that FGM has taken place:

You must report this direct to the police in accordance with the mandatory duty.

Appendix 15 Honour-Based Violence

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

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

HBV is a cultural, not a religious phenomenon. It impacts in a range of communities. The challenges for all services including schools is to make responses that keep children safe and hold perpetrators to account without stereotyping, stigmatising or making assumptions about any given individual or community. HBV, which may include forced marriage and/or female genital mutilation, is perpetrated against children and young people for a number of reasons. These include:

- Protecting family 'honour' or 'Izzat';
- To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual or transgender);
- As a response to family, community or peer group pressure;
- Strengthening family links;
- Protecting perceived cultural and/or religious ideals (mis-guided or dated);
- Retaining wealth, property or land within the family;
- Assisting claims for residence and citizenship in the UK;

Perceived immoral behaviour could include:

- Inappropriate make-up or dress;
- Possession and / or use of a mobile telephone;
- Kissing or showing other forms of intimacy in public;
- Rejecting a forced marriage;
- Being a victim of rape or other serious sexual assault;
- Inter-faith relationships;
- Seeking a divorce.

Staff should never lose sight of the fact that they are interacting with extremely vulnerable individuals, who may be faced with making life changing decisions in an extremely short space of time. Many honour based violence victims fear 'criminalising' their parents, families and/or their faith group and fear being isolated from their communities.

A child or young person who is at risk of honour-based violence is at significant risk of physical harm (including being murdered), and/or neglect. They may also suffer significant emotional harm, as a result of a threat of violence or witnessing violence directed towards a sibling or other family member.

Authorities in some countries may support the practice of honour-based violence. Therefore, the child or young person may be concerned that other agencies share this view, they may feel guilty about their rejection of their cultural/family

expectations, and also what impact this may have on their family within their community. Staff should respond in a similar way to cases of honour-based violence, as with other abuse. This includes facilitating disclosure and making sure safety plans are put in place by relevant agencies for the child or young person and ensuring their safety by according them confidentiality in relation to the rest of the family. Boys as well as girls can be subject to HBV; gay, lesbian young people can be particularly vulnerable.

There is also close link with forced marriage - a young person may be at risk of further HBV if seeking to avoid forced marriage and forced marriage is in itself HBV.

Tackling Emerging Threats to Children Team (TETC)

Further information is available in the TETC schools portal TETC and includes information for Honour Based Violence and Forced Marriage.

The Tackling Emerging Threats to Children Team in partnership with the Schools' Health Hub Co-ordinators, will work across the county on a locality basis. The team has been established to support schools with the safeguarding and health and well-being agendas and will focus on developing best practice in response to new and existing "threats".

The team's remit includes a wide range of sensitive issues including: radicalisation and extremism; child sexual exploitation; female genital mutilation; forced marriage and honour based abuse; online safety; bullying in all its forms including prejudice based incidents and hate crime; sexual health and healthy relationships; emotional health & well-being; healthy weight and nutrition; alcohol and substance misuse; smoking cessation; resilience. Acting as a single point of contact for universal services, the team will focus on developing its own section of the school's portal website as the main mechanism for sharing best practice.

TETC offer:

- Advice, training and consultancy, including signposting to other tried and tested providers
- Quality assurance of curriculum resources, external training providers and intervention packages
- Policy templates, lesson plans and audit tools to support schools with all aspects of delivery in relation to the TETC/Health agendas.

TETC aim to:

- support schools to respond effectively and with confidence to the complex range of safeguarding and health and well-being issues which they are required to address
- engage all stakeholders in the co-design and production of materials and the evaluation of all aspects of work
- provide a credible and consistent service offer which is based on best practice and is evidenced-based
- stay abreast of the agendas, including changes in legislation, regulatory activity, and new and emerging trends.

Appendix 16 Children Missing from Education

Government guidance can be found at [Children Missing In Education](#)

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

We recognise that a child going missing from education is a potential indicator of abuse or neglect.

When a child is absent from school without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have an admission register and an attendance register which supports the School in safeguarding children who may be at risk of missing education.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- have been permanently excluded

The actions that will be taken by the school are in the School Attendance Flow chart.

The flow chart summarises that every child should be accounted for, their whereabouts should be known, or we will make a referral to the relevant service. We will not remove a child from our roll unless we can evidence an agreement with the local authority to do so.

Poor attendance is closely monitored, and the schools procedures are followed to support families and pupils to resolve any barriers to regular attendance. These procedures can be found in the School's Procedures.

Where a pupil who fails to attend our school regularly, or has been absent without the school's permission for a **continuous** period of 10 school days or more we will follow Nottinghamshire County Council's Attendance Flow chart [Nottinghamshire Schools Attendance Flowchart](#)

Absence

The school will ensure that parents are contacted on the day of any unexplained absence by phone (if necessary a home visit will be made).

The school will ensure that at least two emergency contacts are held for each child, parents/carers should inform the school if these change at any time.

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the school. Schools will need to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
 - have specialist educational needs and or a disability
 - are using substances
 - have an education health care plan
- there are indications that the child is at risk of CSE, grooming, radicalisation

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.

School staff will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within school, the Designated Safeguarding Lead will be informed.

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

When a decision has been made to contact the police, the police will require information from the school to assist in locating the child and returning them to a safe environment.

If a child has a social worker or case manager (e.g. early help) then they should also be informed.

Where a child is known to regularly go missing from school, a risk assessment for the child will be undertaken.

For further guidance please see the missing protocol or speak to Nottinghamshire County Council's Glen Scruby, Children's Missing Officer.

glen.scruby@nottscc.gov.uk / 0115 8041045

Appendix 17 Photographing and Videoing of Children in School

At Linby cum Papplewick CE Primary School we have taken a sensible and balanced approach to photographing and videoing children on the Linby cum Papplewick CE Primary School site. We have a formal policy around taking photographs and video images of children –Internet Access Policy and a copy of the document is available from the Linby cum Papplewick CE Primary School website *and/or* the school office.

Taking pictures and video images of children’s achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the school’s requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

Further guidance is provided by the Information Commissioners Office on taking photographs in Schools and the Data Protection Act 1998 [ICO: taking photographs in schools](#)

Appendix 18

Private Fostering Guidance for Schools

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there can be safeguarding issues and children and young people often find it difficult to know who to talk to about their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison
- Children sent to this country, for education or health care, by parents who live overseas
- A child living with a friend's family because they don't get on with their own family
- Children living with a friend's family because of their parents' study or work
- Children staying with another family because their parents have separated or divorced
- Teenagers living with the family of a boyfriend or girlfriend
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families

- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Nottinghamshire MASH.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Social Care if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

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

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

Signs to watch out for:

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur

- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Lead for Safeguarding (DSL).
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Social Care of the arrangement.

If you believe that a private fostering arrangement has not been reported to Nottingham Social Care you should contact them directly:

**Nottinghamshire Multi Agency Safeguarding Hub 0300 500 80 90
[Mon-Thurs: 08.30am -5pm, Fri: 08.30-14]
Emergency Duty out of hours Team 0300 456 4546**

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this Child Protection Policy.

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, the Nottinghamshire MASH Team will arrange for an officer to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person.

This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required.

Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

- <http://privatefostering.org.uk/>
- ['Child Trafficking and Private Fostering', ECPAT UK](#)

Appendix 19 Assurance Of Statutory Safeguarding Arrangements



Assurance of statutory safeguarding arrangements in Nottinghamshire schools, colleges and independent providers. (FORM 1)

This form should be completed by Head teacher/Principal for the education setting. In signing this form they are confirming that the safeguarding arrangements in their setting are compliant with all statutory legislation.

The information requested will allow the Local Authority to have a degree of assurance about your safeguarding arrangements, and to maintain a current register of relevant personnel in your organisation who could be contacted when new guidance, information or learning is being shared.

Please provide the name of the Head teacher/Principal for your school	
Head teacher/ Principal	
Safeguarding training completed:	
Dates:	

Name of Snr Designated Person: <i>(It is a statutory requirement that this person should be a member of SLT)</i>		
Date in post as Snr Designated Person:		
Role in school:		
Details of training attended within the last 2 years	Date attended	Refresher due
The Responsibilities of the Designated Safeguarding Lead <i>(This training can be provided by the Local Authority)</i>		

Working Together to Safeguard Children – one day course (<i>This training can be provided by the NSCB</i>)		
List other training accessed:		

Name of Deputy Designated Person:		
Date in post as Deputy Designated Person:		
Role in school:		
Details of Training attended within the last 2 years.	Date attended	Refresher due
The Responsibilities of the Designated Person (<i>This training can be provided by the Local Authority</i>)		
Working Together to Safeguard Children – one day (<i>This training can be provided by the NSCB</i>) List other training accessed:		

Names of additional Designated Safeguarding Leads (DSLs)	
Name of DSL	
Safeguarding training completed Dates:	NCC Designated Safeguarding Lead training and refresher NSCB Working Together to Safeguard Children

Names of Designated Teacher (for Looked After Children)	
Name of DT	

Date Appointed	
Safeguarding training completed (Specific to LAC) Dates:	

Whole School Safeguarding Training (It is a statutory requirement that whole school safeguarding training is provided as a minimum every three years)	
Dates of training	Face to Face Safeguarding Training Dates: Refresher due:
Dates of any Online Training	Online Course completed and by whom (are registers maintained YES/NO) Dates:

In signing this form you are confirming that the safeguarding arrangements in your setting are compliant with all statutory guidance and legislation, including that your most recent safeguarding policy is published on your setting's website.

Head teacher/Principal

(please print).....

Signed.....**Date**.....

Name of Nominated Safeguarding Governor

(please print).....

Signed.....**Date**.....

Name of Chair of Governors

(please print).....

Signed

.....Date.....

NOTE

- For Nottinghamshire maintained schools, please sign off at the Autumn Term 2018 full Governing body meeting and ensure this is noted within the minutes of the meeting. It is good practice for all settings to ensure that the setting's safeguarding arrangements are robustly quality assured and an appropriate minute recorded.
- **Retain a copy of Form 1 for your own safeguarding file**
- An electronic copy of **Form 1** can be accessed through the Nottinghamshire Schools Safeguarding Portal Link: LA communities, safeguarding or on the NSCB website <http://www.nottinghamshire.gov.uk/nscb/resources/for-schools>
- Additional information regarding Safer Recruitment Practice or training should be sought through NCC Human Resources Services. Duty [Tel:- 0115 9774433](tel:01159774433) or hrdutydesk@nottscc.gov.uk
- Safeguarding in Education training queries or requests should be made directly to NCC Learning and Workforce Development Service [Tel:- 0115 977 3065/0115 9772347](tel:01159773065) or safeguarding.training@nottscc.gov.uk

RETURN TO: Cheryl Stollery, Safeguarding Children in Education Officer by 17 December 2018. Email: cheryl.stollery@nottscc.gov.uk

Appendix 20

Safeguarding Children in Education: Self-audit tool 2018-19



Name of your school/college:

This self-audit tool has been designed to support schools and colleges to undertake their own quality assurance of safeguarding arrangements in their setting, and by detailing evidence, to demonstrate compliance with statutory requirements. Nottinghamshire's maintained schools Governing Bodies are expected to use the self-audit tool to support the quality assurance and reporting of safeguarding arrangements at the Autumn Term meeting. The self-audit tool has been updated to reflect the changes in the statutory requirements within Keeping Children Safe in Education (KCSIE 2018).

There is no requirement for schools or colleges to return the completed self-audit to the Local Authority or to the Nottinghamshire Safeguarding Children's Board (NSCB).

AUDIT FOR ACADEMIC YEAR 2018/19		Yes	No
<p><i>'Evidence'</i> provides the opportunity to demonstrate compliance with statutory safeguarding requirements. The person completing the self-audit should ensure that they have seen the evidence before confirming and signing off the self-audit prior to it being presented to the Governing Body.</p>			
1	<p>GOVERNOR SAFEGUARDING LEAD:</p> <p>A member of the Governing Body has been nominated to take leadership responsibility for ensuring the school discharges its duties appropriately in relation to safeguarding (KCSiE para 45/46)</p>		
	<p><i>Evidence</i> Name of Safeguarding Governor: Date appointed: Safeguarding Training completed:</p>		
2	<p>WHOLE SCHOOL CHILD PROTECTION POLICY:</p> <p>The school/college has in place an effective individualised child protection policy that has been agreed by the governing body and is available to parents on request and published on the school's website. The policy reflects DfE KCSiE 2018 statutory guidance, and reflects NSCB local safeguarding arrangements. The policy has been reviewed and updated at least annually. (KCSiE para 47/48)</p>		
	<p><i>Evidence</i> Date when policy was reviewed and signed off by the Governing Body:</p>		

<p>3</p>	<p>SAFEGUARDING POLICIES AND PROCEDURES:</p> <p>All school staff (teaching and non-teaching and volunteers) are aware of arrangements which support the protection and safeguarding of all children, and these have been explained as part of all staff induction and before working with children. This includes:</p> <ul style="list-style-type: none"> - The child protection policy, - The behaviour policy, - The staff behaviour policy (code of conduct), - What to do when children go missing, - The management of allegations and whistleblowing, - The early help process, and - The role of the Designated Safeguarding Lead (DSL). <p>All staff are confident in being able to identify concerns early, provide help to children and prevent concerns from escalating The Governing Body has ensured that all staff have read Part One of KCSiE 2018, and has ensured that there are mechanisms in place to assist staff to understand and discharge their role. All staff receive appropriate safeguarding and child protection updates to provide them with the relevant skills and knowledge to safeguard children effectively. (KCSiE 2018 para 1 to 53)</p>		
	<p><i>Evidence that staff have read and understood the policy by:</i> E.g. There is a register maintained of staff having received and read the policies.</p> <p>The Snr DSL has provided a quiz to confirm individual staff understanding of the schools 'safeguarding arrangements' following induction DSL's provide regular staff updates/ bulletins or notices on staff notice board.</p> <p>Staff meetings have a standard safeguarding item.</p>		
<p>4</p>	<p>CHILD PROTECTION PROCEDURES:</p> <p>The child protection policy informs of the settings own individual 'safeguarding arrangements' and clearly describes procedures which are required by DfE KCSiE 2018, referring to locally agreed inter-agency safeguarding procedures put in place by the NSCB, and is tailored to the school's child population.</p> <p>Other statutory safeguarding policies in place are referred to within the child protection policy, and the policy describes procedures to be followed by all staff where there are cases of suspected abuse and neglect. (KCSiE 2018 para 13 54,56 and reflected throughout the guidance)</p>		
	<p><i>Evidence should include the following:</i> E.g. The child protection policy The behaviour policy The staff behaviour policy (code of conduct)</p>		

	<p>The attendance policy and safeguarding response to children who go missing from education.</p> <p>The role of the designated safeguarding lead,</p> <p>Anti-bullying (including cyber- bullying) policy</p> <p>Physical Intervention policy (recommended)</p> <p>Online safety policy</p> <p>Information Sharing</p> <p>Peer on Peer abuse (to take into 'sexual violence and sexual harassment between children in schools and colleges).</p> <p>Safer Recruitment</p> <p>Management of Allegations and Whistleblowing</p>		
5	<p>DESIGNATED SAFEGUARDING LEAD FOR CHILD PROTECTION:</p> <p>There is a Designated Safeguarding Lead (a senior member of staff from the school or college leadership team) to take lead responsibility for safeguarding and child protection. This is explicit in the role-holders job description.</p> <p>There is at least one deputy designated safeguarding lead and they have been trained to the same standard as the DSL.</p> <p>The designated safeguarding leads liaise with the LA and other agencies (KCSiE para 10,26 & 60 + Annex B)</p>		
6	<p>COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD:</p> <p>During term time the designated safeguarding lead and/or a deputy are always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.</p> <p>There is adequate and appropriate cover arrangements in place for any out of hours/out of term activities.</p> <p>(KCSiE para 10 & 60 + Annex B)</p>		
	<i>Evidence</i>		
7	<p>DESIGNATED SAFEGUARDING LEAD TRAINING:</p> <p>The senior designated safeguarding lead and deputies undergo formal training every two years; in addition, their knowledge and skills are updated at least annually. (KCSiE Annex B)</p>		
	<i>Evidence for Senior DSL training</i>		
8	<p>CHILD PROTECTION TRAINING:</p> <p>All staff members have received regular child protection training and updates (updated as a minimum three yearly). This includes, the indicators that a child may be at risk of different types of abuse, e.g. from CSE, forced marriage, honour based violence, domestic abuse, FGM and radicalisation.</p>		

	<p>There is the opportunity for staff members to receive safeguarding and child protection updates at least annually. There is opportunity provided to staff to contribute to safeguarding arrangements and development of the child protection policy. (KCSiE para 76 to 77 Annex B)</p>		
	<p><i>Evidence</i> E.g. a register is maintained of all safeguarding and child protection training</p>		
9	<p>CONCERNS ABOUT PRACTICE/WHISTLE BLOWING:</p> <p>There is a culture that all staff are able to raise concerns about poor or unsafe practice and that concerns are taken seriously by the leadership team.</p> <p>Appropriate whistleblowing procedures are reflected in staff training and staff behaviour policies are in place for staff to raise concerns about safeguarding practices. (KCSiE para 40,41,42)</p>		
	<p><i>Evidence</i></p> <p>Date when whistleblowing policy was signed off by governing body:</p>		
10	<p>LOOKED AFTER CHILDREN:</p> <p>There is a Designated Teacher for Looked After Children who has received appropriate training to work effectively in this area. The Designated Teacher works with staff from the Virtual School to discuss how best to use Pupil Premium funding for the child.</p> <p>All staff have the relevant information regarding a child with looked after status and know when to share concerns for individual children (KCSiE para93,94,95 96,97,98,99,101).</p>		
	<p><i>Evidence</i></p>		
11	<p>CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES:</p> <p>The child protection policy reflects the additional barriers for this vulnerable group, and staff are conversant with the Early Help offer and the NCC Pathway to Provision v 7 2018.</p> <p>The setting has put in place extra pastoral support for children with SEN and disabilities? (KCSiE para 18, 29, 102)</p>		
	<p><i>Evidence</i></p> <p>E.g. there is a dedicated section in the child protection policy which refers to this group of children</p>		

	How has the SENCO or Pastoral manager put in place addition pastoral support for any children with SEND?		
12	<p>NEW 2018/19 VULNERABLE GROUPS:</p> <p>All staff are fully conversant with the statutory requirements for responding to children with specific vulnerabilities, and know when mandatory referring or reporting is required:</p> <p>Private Fostering Honor based violence Child criminal exploitation; County lines Female Genital Mutilation (FGM) Forced Marriage Missing Children, Children Missing Education Young Carers Looked After Children Care leavers Children in the Court system Children with family members in prison Contextual Safeguarding Peer on Peer Abuse (KCSiE para 35, 51, 52, 57, 90, 93 to 95101181 Part 5, Annex A, and C)</p>		
	<p><i>Evidence for safeguards which have mandatory reporting requirements and information and or training has been provided to all staff to understand and respond to:</i></p> <p>Private Fostering date: Honor based violence date: Female Genital Mutilation (FGM) date: Forced Marriage date: Missing Children, Children missing education date: Prevent/ WRAP training date: Contextual Safeguarding date: Peer on Peer Abuse date: Case Records are maintained to evidence cases known and actions taken:</p>		
13	<p>COMPLAINTS:</p> <p>The setting has a Formal Complaints Policy which is made known and available on the school/college website. The school has a comprehensive system in place for children and families to make complaints. The number of complaints made during previous academic year 2017/18 was: The number of Ofsted Qualifying Complaints which the school been the subject of during the previous year was: (KCSiE Part Two)</p>		
	<p><i>Evidence</i></p> <p>E.g. The Complaints procedure is available on the school's website, it is referred to so parents/carers and children know they will be listen to and concerns robustly addressed. When was the complaints procedure last reviewed?</p>		

	<p>Have any lessons needed to be learnt? Where revisions have been made to policy, procedures or practice has this resolved concerns?</p>		
14	<p>SAFER RECRUITMENT:</p> <p>A culture of safe recruitment is created as part of the adoption of safer recruitment procedures. There is a Single Central Record (SCR) that includes information on identity check, barred list/enhanced DBS check, prohibition from teaching check, qualifications check, further checks if lived or worked outside the UK, section 128 check (for management positions of independent schools (including free schools and academies)). Pre-appointment checks also include disqualification under the Childcare Act 2006 check, as well as mental and physical fitness A staff Code of Conduct has been adopted. Written recruitment and selection policies and procedures are in place. All maintained school governors have had an enhanced DBS check. (KCSiE 2018 para 84 Part Three Safer Recruitment, NCC HR)</p>		
	<p><i>Evidence</i></p> <p>Date when Single Central Record was last reviewed:</p>		
15	<p>SAFER RECRUITMENT TRAINING:</p> <p>Training has been completed as required. (KCSiE 2018 para 84 Part Three and NCC HR Schools Portal)</p>		
	<p><i>Evidence</i></p>		
16	<p>MANAGING ALLEGATIONS:</p> <p>Procedures are in place for dealing with allegations of abuse against members of staff and volunteers which complies with the KCSiE 2018, HM Working Together to Safeguard Children and NSCB procedures. This includes having a named strategic lead who is be conversant with how to contact NCC LADO (KCSiE 2018 Part Four and NCC HR Schools Portal)</p>		
	<p><i>Evidence</i></p> <p>Name of strategic lead for managing allegations if not the Head teacher: Date training completed: Contact details for NCC LADO known and available</p>		
17	<p>MANAGING ALLEGATIONS against the Head:</p> <p>A member of the Governing Body (usually the Chair) is responsible for responding & liaising with the local authority in the event of an allegation being made against the Head teacher. (KCSiE para 31,152 & Part Four)</p>		

	<p><i>Evidence</i></p> <p>Name of governor with managing allegations responsibility: Date Training completed:</p>		
18	<p>CHILDREN MISSING FROM EDUCATION:</p> <p>All staff are aware of, and follow the procedure relating to children missing from education and missing from home or care. The schools has at least two telephone contact numbers available for responsible adults for each child on roll. Staff know how to contact the NCC Children Missing Officer to report concerns. (KCSIE para 57, Annex A page 76)</p>		
	<p><i>Evidence</i></p> <p>Missing Children and CME training attended date: Information has been shared with staff, Children Missing flow chart is on staff noticeboard/made available to all staff, especially pastoral leaders.</p>		
19	<p>NEW 2018/19 CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT:</p> <p>The DSL is aware of national and local advice regarding how to respond to incidences of child on child sexual violence and sexual harassment. (KCSIE para 43 Part Five and Annex A page 83)</p>		
	<p><i>Evidence</i></p> <p>All those with DSL status are conversant with the Child Sexual Violence and Sexual Harassment guidance. DSL have taken the opportunity to access specific training to support them in practice DSLs have shared their learning with the staff team. Staff know what actions to take to safeguard a child subject of sexual violence/ harassment.</p>		
20	<p>CHILD PROTECTION AND CHILD IN NEED CONFIDENTIAL FILE AUDIT:</p> <p>The Named Governor for child protection/safeguarding confirms that the school maintains appropriate record keeping in relation to vulnerable children (child subject to child protection, child in need concerns, and those who have Looked-After status) by conducting an annual audit of a sample of pupil files between the Spring and Summer term 2018. The setting demonstrates SLT supervision of CP and CIN case files, and takes action when areas of weakness are identified. The Named Governor acts as the DSL's 'critical friend' when completing file audits (KCSIE para 36, 37, 209 243, Annex A page 91 and act in accordance with the schools child protection policy)</p>		

	<p><i>Evidence</i></p> <p>Date when record audit was completed: Was all case records signed and dated Did the child's file contain a chronology Are files managed as specified in the school's child protection policy Was the child's journey able to be evidenced? Has the Governor involved become aware of any weakness and put in place remedial actions/ advice.</p>		
21	<p>TRANSFER OF A CHILD'S CHILD PROTECTION, CHILD IN NEED, LAC OR CONFIDENTIAL FILE:</p> <p>A file transfer policy is in place to ensure that when a child moves school/education provision that their child protection/confidential file is sent securely to their new educational setting when the child starts. (KCSIE Annex A page 91 and act in accordance with the school's child protection policy)</p>		
	<p><i>Evidence</i></p> <p>E.g. A log is maintained to evidence when files have been transferred. A log of a discussions has been made between the DSL's to share important information about the child and agree the file transfer. Confirmation of signed receipt is held to confirm safe and secure transfer of files between schools/ education provider's files for children subject to CP and CIN concerns.</p>		
22	<p>NEW 2018/19 INFORMATION SHARING:</p> <p>Information is shared effectively and safely, and in a timely way. (Working Together to Safeguard Children 2018 page18, HM Information Sharing- advice for practitioners providing safeguarding services to children, young people, parents and carers. (KCSIE para 71 to75,225)</p>		
	<p><i>Evidence</i></p> <p>All staff, but especially the DSL are fully conversant with Information sharing protocols and the requirement to protect children and keep them safe. DSLs are conversant with the statutory guidance which informs of when and how to share information with agencies. Information regarding children is kept safe and secure and in accordance with the school's management arrangements for child protection and safeguarding.</p>		
23	<p>SPECIFIC SAFEGUARDING ISSUES:</p> <p>Governors and all staff are aware that there is specific guidance on a range of safeguarding issues which they can access. Staff</p>		

	<p>are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting, CSE, sexting homelessness, domestic abuse and criminal exploitations put children in danger. All staff are aware safeguarding issues can manifest themselves via peer on peer abuse. Staff are clear as to the school or college's policy and procedures with regards to peer on peer abuse (KCSiE Para 89,80 Part Five Annex A pages 76 to 86)</p>		
	<p><i>Evidence</i></p> <p>E.g. DSL's access regular training pertinent to specific areas of threats to children and young people. DSL are proactive in maintaining an up to date knowledge to be effective in their support to children and staff. DSL's provide regular updates to all staff through staff briefings, training and opportunities to access online training from such as the NSCB website. The DSL can demonstrate actions taken and contact with regulated safeguarding agencies/ services.</p>		
24	<p>OPPORTUNITIES TO TEACH SAFEGUARDING: That children are taught about safeguarding, how to keep themselves safe and where they can access support (including online) through teaching opportunities (KCSiE Para 80,81,82)</p>		
	<p><i>Evidence</i></p> <p>E.g. curriculum and assembly plans that reflect these issues.</p>		
25	<p>ONLINE SAFETY: The Governing Body ensures that appropriate filters and monitoring systems are in place. (KCSiE Para 79 and Annex C)</p>		
	<p><i>Evidence</i></p> <p>E.g. A balanced approach is evident in the school's ICT policy The Schools E -Safety Co-ordinator is able to inform of the processes in place to keep children safe, restrict access through required filtering systems and deal with any threats or incidents.</p>		
26	<p>FEMALE GENITAL MUTILATION: Staff are aware that FGM is a form of abuse, and use safeguarding procedures where a child is thought to be at risk or has undergone FGM. Teachers are aware that they must personally report to the police under the mandatory reporting duty any case where they have evidence that FGM has been carried out. (KCSiE para 35)</p>		
	<p><i>Evidence</i></p> <p>E.g. FGM is referred to explicitly in the school's safeguarding policy.</p>		

27	RADICALISATION: Schools are aware of their responsibilities under the PREVENT duty (2015) and this is reflected in existing safeguarding policies. This includes how to identify risks and vulnerability factors, and are familiar with referral pathways.		
	<i>Evidence</i> E.g. record of staff having accessed training Date when DSL has accessed face-to-face training:		
28	NEW 2018/19 HOLDING MORE THAN ONE EMERGENCY CONTACT NUMBER: For each pupil or student more than one emergency contact number is held. (KCSIE para 57) NCC Children Missing Guidance		
	<i>Evidence</i> School admissions and attendance register, pupil file, CP/CIN or LAC File have at least two emergency contact numbers.		

Please ensure that before signing this safeguarding self-audit, you are satisfied that you have seen evidence of compliance for all 28 questions.

Name and role of the person completing the self-audit

(please print).....

Signed.....Date.....

Name of Nominated Safeguarding Governor

(please print).....

Signed.....Date.....

Additional information or copies can be accessed through the Nottinghamshire Schools Safeguarding Portal Link: LA communities, safeguarding or on the NSCB website <http://www.nottinghamshire.gov.uk/nscb/resources/for-schools>

Any queries regarding the completion of the audit should be directed via email to cheryl.stollery@nottscc.gov.uk

Appendix 21

Induction of Staff – Nottinghamshire Schools Checklist for Safeguarding

Name of Employee:.....

Name of School:..... Post:.....

Start Date of Employment:...../...../20....

Name of line manager responsible for induction:.....

Name of Head Teacher:.....

This safeguarding checklist should be used to supplement the general arrangements schools have in place for the induction of all school employees, volunteers and all governors. This checklist is included as Appendix 3 in the Nottinghamshire School Staff Induction Policy located on the School Portal.

Induction of Staff – Checklist for Safeguarding	Date	Check
1. Employee informed that the designated safeguarding lead in school is..... Employee informed that the deputy lead in school is.....		<input type="checkbox"/> <input type="checkbox"/>
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent Inform staff of the procedure if an allegation is made about another member of staff (including volunteers) posing a risk to children or if they have concerns about safeguarding practices in school		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
3. Advised of and given access to the following policies. These policies should also be discussed at induction, covering the agreed procedures and expectations of staff under each one: a) Employee Code of Conduct (including the mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty) b) Whistleblowing and Confidential Reporting Policy c) Anti-bullying d) Anti-racism e) Homophobic and Transphobic f) Physical intervention and use of “reasonable force”		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<ul style="list-style-type: none"> g) School IT Policy, Internet safety (including Social Media and Internet Usage Policy)) h) Whole schools child protection policy including appendix templates i) Disciplinary Procedure part 1 – Managing conduct of school staff and Disciplinary Procedure part 2 – Managing allegations of school staff j) Guidance on Visitors, including VIPs, to schools k) Any other relevant policy as determined by the head teacher, governing body or DfE:(add your school list here) 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>4. Advised of and discuss all statutory guidance for schools and the responsibility of staff within them.</p> <ul style="list-style-type: none"> a) “Keeping Children Safe in Education” (latest edition) (Senior designated lead officer will ensure all staff read and are provided with a copy of at least part one of latest edition “Keeping Children Safe in Education) b) Working Together to Safeguard Children (latest edition) c) Dealing with Allegations of Abuse made against Teachers and other Staff. (Part 4 of the latest edition of KCSiE) d) Single Central Record and statutory pre-employment checks e) Disqualification under the Childcare Act 2009 – explanation of ongoing responsibility to self-report to head teacher where circumstances change. 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>5. Advised of and discuss the Nottinghamshire and Nottingham City Safeguarding Children Boards’ Safeguarding Children’s Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscb</p>		<input type="checkbox"/>
<p>6. Advised of and discuss the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the Teachers Standards, 3rd bullet point)</p>		<input type="checkbox"/>
<p>7. Arrange safeguarding training as detailed in Keeping Children Safe in Education (KCSiE) and the latest NSCB Training programme</p> <ul style="list-style-type: none"> a) To Include Whole School safeguarding and Child Protection training for all school staff and for any governor responsible for leading on safeguarding. Refresher dates should be diarised. b) Prevent Duty training for all school staff (on-line 20 minutes Channel training) c) Specific training for Designated Person for Safeguarding d) Recruitment and Selection training for staff, as required. (At least one member of any interview panel should have received appropriate training on safer recruitment). e) Ensure all new staff are on the school list to receive safeguarding and child protection updates 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

8. a) For Teachers – Explanation of the statutory induction and appraisal process/ link with pay b) For Support Staff – Explanation of the schools probation arrangements for new employees and the support and supervision / appraisal arrangements.		<input type="checkbox"/> <input type="checkbox"/>
Date Checklist fully completed Head teacher/line manager’s signature:..... Date:..... Employee’s signature: Date:.....		

Document History

JCNP Staffing regulations Working Party 2018	September
Lead HR Business Partner Waldrom/Ellen Cottee	Francesca
Lead HR Senior Business Partner	Andy Wilson
Review date	As per legislative changes

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