



Linby cum Papplewick CE Primary School

**WHOLE SCHOOL POLICY FOR CHILD
PROTECTION TO SAFEGUARD
AND PROMOTE THE
WELFARE OF CHILDREN
*2020/2021***

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 on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed meeting by the Snr Designated Safeguarding Lead (Domenico Conidi) & the Pupils and Personnel Committee of the Governing Body as a minimum once a year during the autumn term for approval and sign off by full Governing Body.

Date of last review: Autumn 2020

Date of next review: Autumn 2021

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 & Mental Health First Aider	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 Partnership.

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 2020 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 will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

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

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 mental physical & emotional & spiritual 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. Definition: 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 emotional well-being, including their mental and physical health or development
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits and off-site education
- Intimate care and emotional wellbeing
- 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 2020 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, modern slavery or exploitation.
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment (KCSIE 2020 Part Five pages 69 to 77)
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues.
- Is at risk of or from serious violence and violent crime (KCSiE 2020 paragraphs 31 and 32).
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2020, Annex A page 94).

To support staff in identifying the indicators that a child has suffered or is at risk of suffering abuse, neglect or exploitation we have 'Safeguarding Children – Indicators of Possible Abuse or Neglect 03-20)

(See also Behaviour Guidelines & Discipline Policies with regards to Bullying, Racism etc.)

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.

Children are encouraged to share concerns with appropriate adults through our PSHE (including module on SEAL Bullying & Safe Internet Use Week) programme which includes sessions led by the NSPCC. Childline posters advertise helplines.

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 we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

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

All staff, supply staff & volunteers receive safeguarding induction & policy documentation. All staff and volunteers read Part One of **Keeping Children Safe in Education**. All SLT members and staff who work directly with children (e.g. teachers, teaching assistants, lunchtime supervisors, pastoral support staff) also read Part Five and Annex A. All staff read the full safeguarding and child protection policy and the Staff Behaviour policy (code of conduct) before starting work with children. All volunteers read the volunteer policy which includes a section on safeguarding children. The DT verbally iterates how to report concerns and to whom on induction.

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

(MASH). The Snr DSL & DSL will follow the Pathway to Provision to support decisions on actions, who to share concerns with and with what agencies.

The Policy

There are six 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
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.

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

The School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard
- Ensure children know that there are trusted adults in the school 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 RSHE 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
 - Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- We will 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 2020 Part Four Pages 56 to 68), and the NSCP local multi-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 school activities, vocational placements and alternative education packages.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2020 to:

- Ensure we have a Snr Designated Safeguarding Lead (DSL) (who is a member of the school leadership team) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSIE 2020 Annex B)
- 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 their responsibility for referring any concerns to the Designated Safeguarding Lead or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously

- Ensure that there is a complaints' system in place for children and families
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website
- Notify Children's Social Care if there is an unexplained absence of a pupil who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard
- Ensure all records are kept securely; separate from the main pupil file, and in a locked cabinet in an office (not a classroom) – paper files kept in locked cupboard in head teachers office access only to HT & DDSL
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed
- Apply confidentiality appropriately
- Apply the NSCP escalation 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 (which includes specific teaching on keeping safe, individual rights, RSHE)
- Maintaining 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 and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are

valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. (As a school we will access the appropriate support including SBAP counsellor).

- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 8, published in March 2019), 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 and fully supported by the school (teaching & pastoral staff (ELSA Support assistant), SENCO & external support agencies)

Safe Staff and Supporting Staff

- The leadership and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSIE 2020 Part Three and advised by NCC HR policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service. (NCC direct schools to the NSPCC Safe Recruitment online course).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSIE 2020 Part Two and maintains a Single Central Record, which is reviewed regularly and updated in accordance with KCSIE 2020 Part Three paras 164 to 171.
- 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. Staff can access this on the school Staff area under policies.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the head teacher before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the Head Teacher (or the Designated Safeguarding Lead) if the Head Teacher is not present, will be notified immediately. If it relates to the Head Teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and

appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service.

- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting, and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the Safeguarding Children in Education Officer (SCIEO), LADO and NCC HR where appropriate to the leadership team
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.

Links to other Local Authority policies

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

- *Accessibility Plan*
- *Anti-Bullying (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, and response to upskirting**
- *Physical intervention*
- *Register of Pupil Attendance*
- *School Access Policy*
- *School Behaviour & Discipline Policies*
- *Relationships Sex & Health Education*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance*

- *School information published on a website*
- *Whistle Blowing Policy*
- *Knife Crime Protocol 2019 (multi-agency)*
- *CRB - Use of Reasonable Force Policy/ Guidance*
- *Guidance for NSPCC helpline and usage*

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

- [Pathway to Provision Version 8 \(NCC\)](#)
- [Guidance where children are at risk of missing education](#)
- [Escalation policy \(NCC\)](#)
- [Interagency Safeguarding Children Procedures of the NSCP](#)

Roles and Responsibilities

All staff and volunteers

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

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. Safeguarding - Health Safety & Security are a standing item on all staff meeting agendas.

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.

Safeguarding Training

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 2020. 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 in the autumn term.

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

Staff responsibilities

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

To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations' procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSIE 2020.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy 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 Leadership/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 all staff and volunteers are alert to the definitions of abuse and indicators (KCSIE 2020 para19 to 28), and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help (KCSIE 2020 *paras 18*)
- 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 2020 Part Four 'Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers'), Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC)
- KCSiE 2020 Part Four Allegations of Abuse made against teachers including supply teachers, other staff and volunteers and contractors', paragraph 211: Includes behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of schools/college which did not involve children but could have an impact on their suitability to work with children.

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.

The Children and Social Work Act of 2017, places responsibilities for designated teachers to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. This responsibility is co-ordinated and overseen by the designated teacher.

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.

All DSL's have completed the required training and are overseen by the Snr Designated Safeguarding Lead to ensure fulfilment of child protection responsibilities to meet the needs of the children/ young people on roll.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Support staff who make referrals to children's social care and other referral pathways

- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required

The Snr DSL and Deputy DSL meet weekly and brief each other on any updates regarding children subject to safeguarding.

Work with others

- As required, liaise with the 'case manager' (as per Part Four of KCSIE 2020) 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 Partnership procedures and practice guidance

The Snr DSL feeds back information to other staff or help to raise awareness of emerging threats from bulletins from the local authority. The DSL contributes to developing the curriculum and learning experiences for children and staff through staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities (NSPCC or Police e.g. Safety Zone / bullying etc.).

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 NSCP's Pathway to Provision Version 8, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.

- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2020 Annex A pages 89 to 91).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home. (KCSiE 2020 Paragraph 92 and Annex C).
- 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 NSCP 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 2020 para 45 and 46, 67 to 73 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.
- The school has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The 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 2020, 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 2020
- 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 (2020). If the allegation is against the Head Teacher/Principal then the Chair of the Governing Body will manage the allegation – see below.

Governing Body

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 NSCP 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 2020 Part Four 'Allegations of abuse

made against teachers, and other staff, including supply teachers and volunteers', HM, 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 and KCSiE 2020 paragraph 84, the additional clarification about GDPR and withholding information.

- Ensuring cooperation with the local authority and other safeguarding partners
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2020 Part One, Annex A and Part Five as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements' in order to discharge their responsibilities and act as the school's 'critical friend'.
- 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 Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2020 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- 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 headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the school has the training and resources to manage any concerns or incidents harmful.

- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- 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.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

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 0808 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.
- Children with mental or physical health issues or needs.
- Children or young people with 'carer responsibilities beyond their age or limitations'.

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, appealing 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.

Upskirting Definition: Up skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Staff are aware that Up skirting is a criminal offence and that it should be reported. (See Peer on Peer Abuse policy – Appended to this policy)

On-line abuse maybe a greater issue when children are not in attendance at schools and are engaging in learning remotely and may have limited supervision from parents/carers. We have provided on-line guidance and support during the CoVid 19 Pandemic for parents and children to remain free from risk, exploitation or grooming?

Contextualised Safeguarding (KCSIE 2020para 32)

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 (DSLs) will consider the context within which such incidents and or behaviours occur. We recognise this is known as 'contextual safeguarding' and will consider 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.

Contextualised safeguarding includes:

- Child Sexual Exploitation – CSE.
- Radicalisation and Extremism.
- Criminal Child Exploitation – CCE.
- Serious Youth Violence - County Lines.
- Human Trafficking.
- Harmful Sexual Behaviour – HSB.

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 EHCP)
- 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

In the event that revision to KCSiE comes into force prior to Sept 2021 the policy will be revised to enact the revised guidance and all staff & governors notified by the DSL as well as incorporating further responses required to manage the Covid 19 pandemic.

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

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.

Please see Personal Care Policy & Medication Policy.

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 especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.

Confidentiality

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

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

The 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.

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

Information Sharing

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

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

- DfE KCSiE 2020 paragraphs 82 to 88 and paragraph 94 has been updated to further clarify about GDPR and withholding information.
- *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 Partnership (NSCP) *Policy and Practice Guidance.*

Staff & governors have completed GDPR training.

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.

Our school will ensure 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 (KCSIE 2020 para 48 to 53, 76 to 83 Annex B page 95)

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 be 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.

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 8 document published March 2019, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

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

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

Educating Young People – Opportunities to teach safeguarding (KCSiE 2020 paragraphs 93 to 95).

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 RSHE programme and though 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 <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- 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 <https://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 <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

We would hope that we are always open to discussing concerns and finding solutions which ensure children are kept safe.

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

- 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 (inc Policy)
Appendix 10	Child Sexual Exploitation (CSE)
Appendix 11	Online Safety, Sexting & Youth Produced Sexual Imagery
Appendix 12	The Prevent Duty
Appendix 13	County Lines
Appendix14	Female Genital Mutilation
Appendix15	Honour Based Violence
Appendix16	Children Missing from Education
Appendix17	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

LcP 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.

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
TEL: 101 and ask for assistance

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures –

www.nottinghamshire.gov.uk/nscp

Out of hours
Emergency
Duty Team
5.00pm – 8.30am
Tel 0300 4564546

NSPCC Whistle
blowing Tel:
0800 028 0285

Safeguarding concern Resolved /no longer held

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

Unmet needs identified

Decide what actions are needed to support the child.

Consult with child young person, family and relevant agencies:
Agree support, refer to NSCP guidance 'Pathway to Provision' Version 8

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.

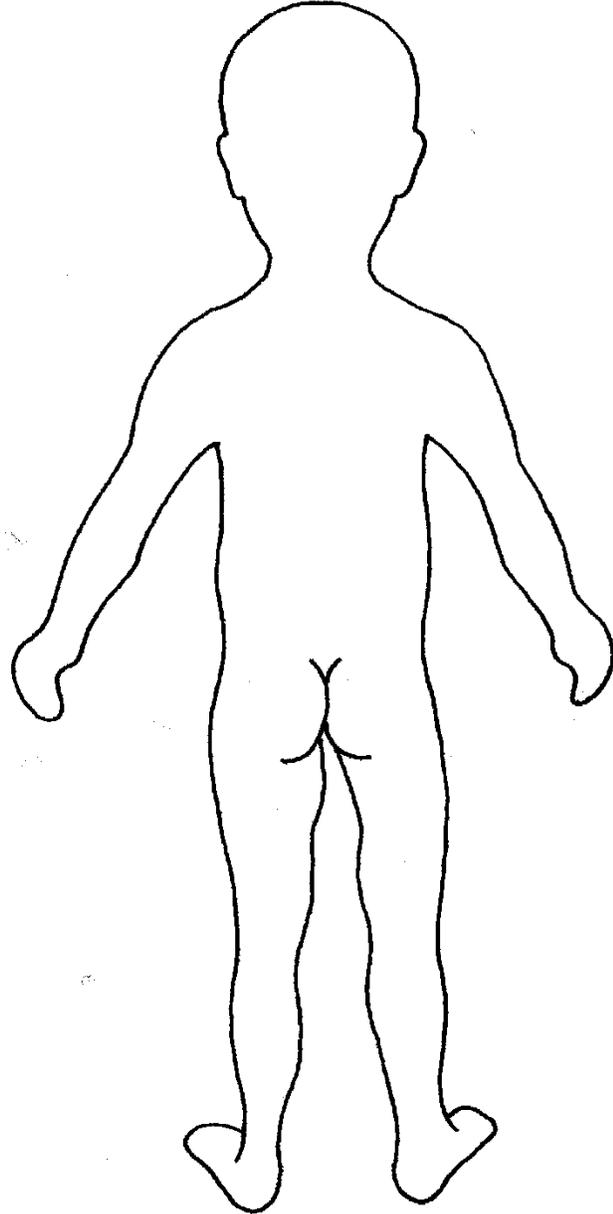
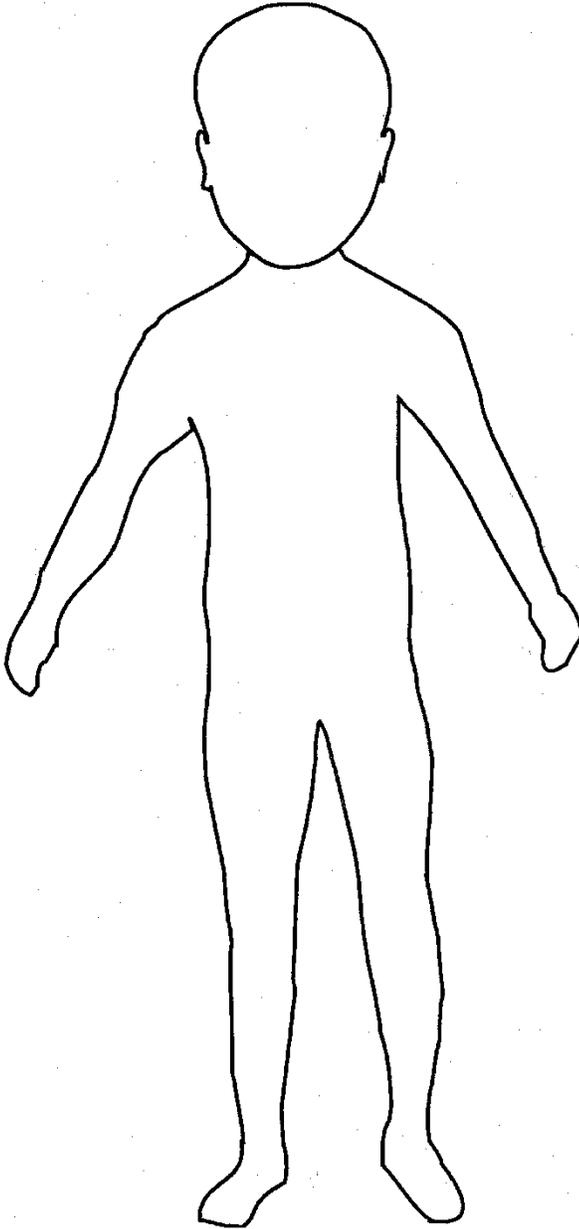
BODYMAP

(This must be completed at time of observation)

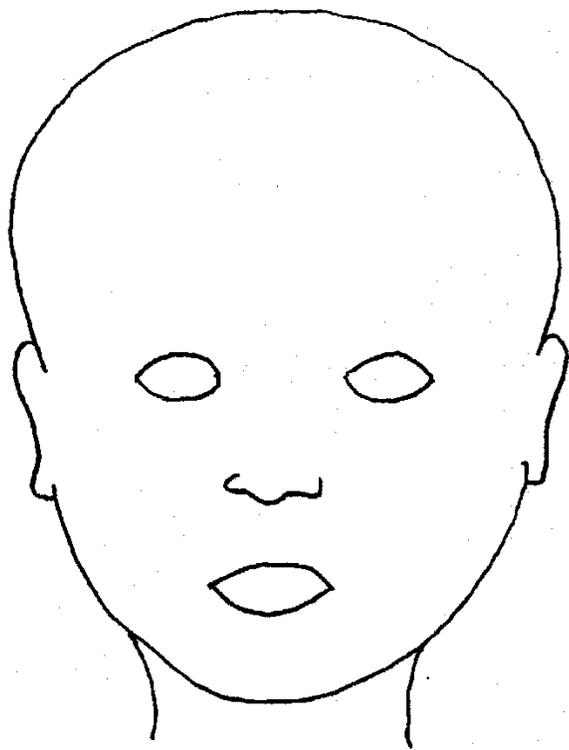
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

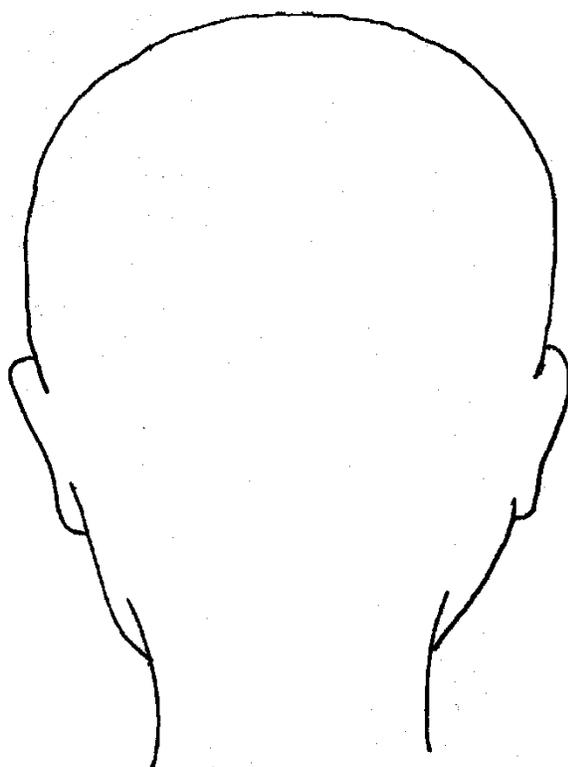
Date and time of observation: _____



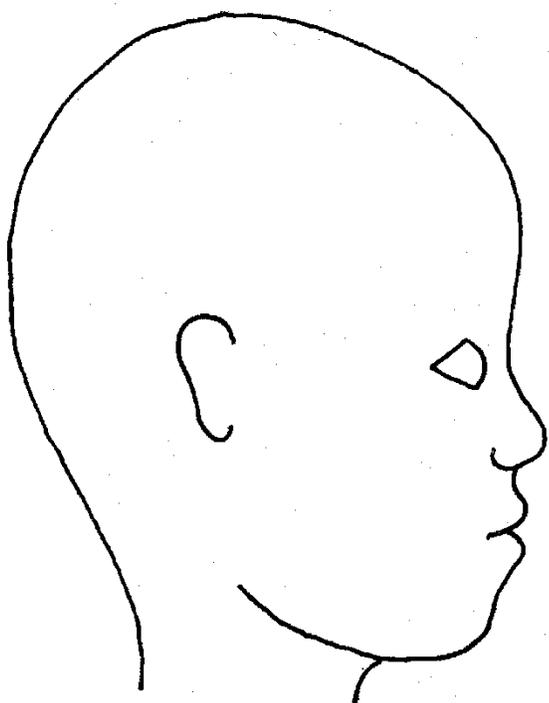
Name of Child: _____ Date of observation: _____



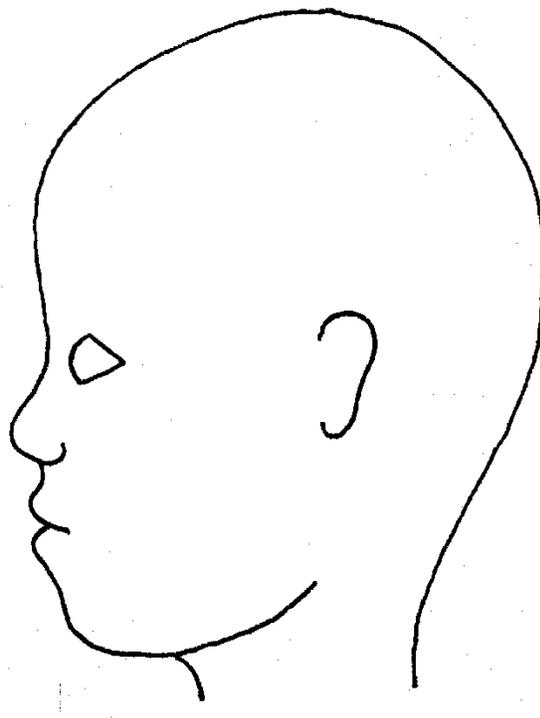
FRONT



BACK

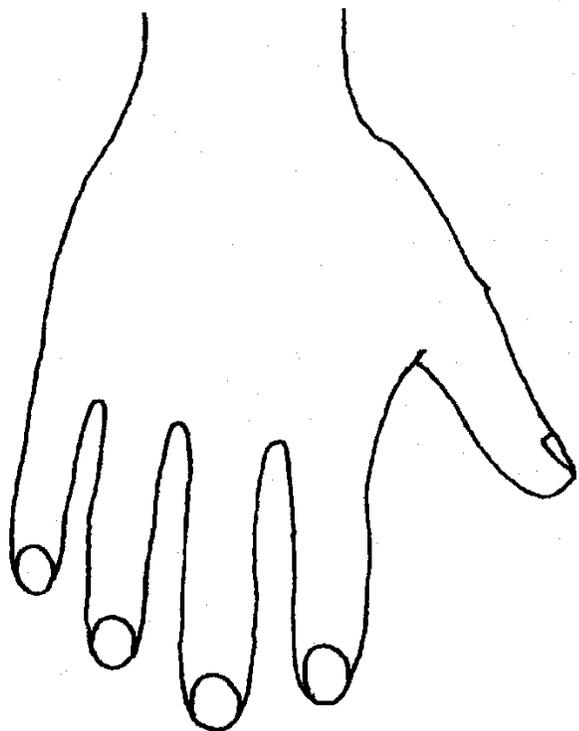


RIGHT

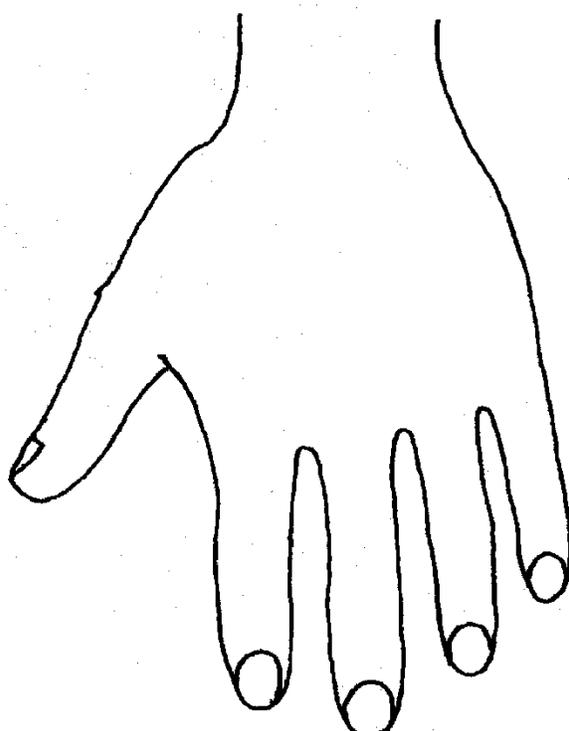


LEFT

Name of Child: _____ Date of observation: _____

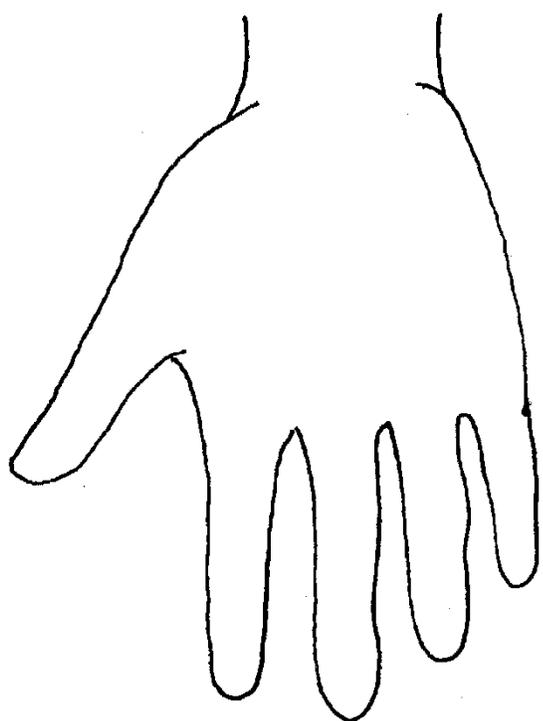


R

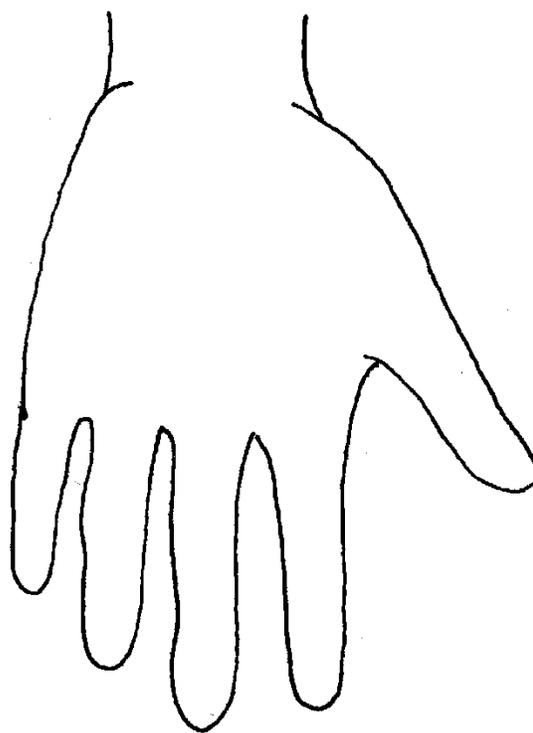


L

BACK



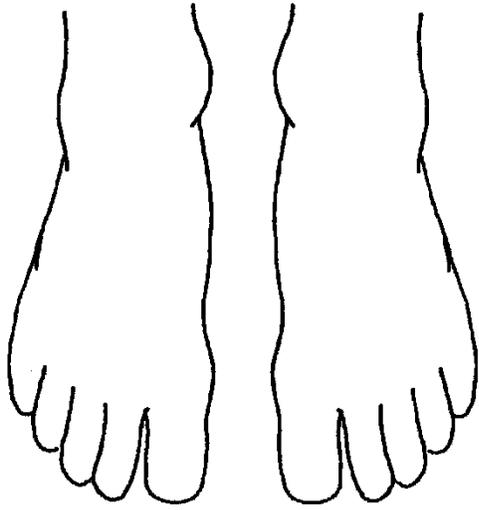
R



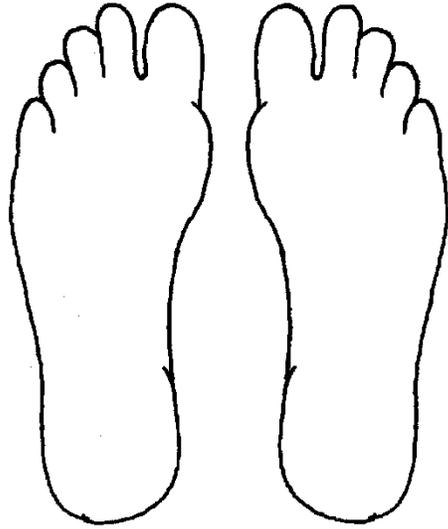
L

PALM

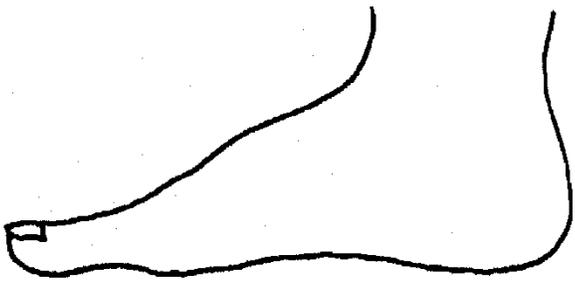
Name of Child: _____ Date of observation: _____



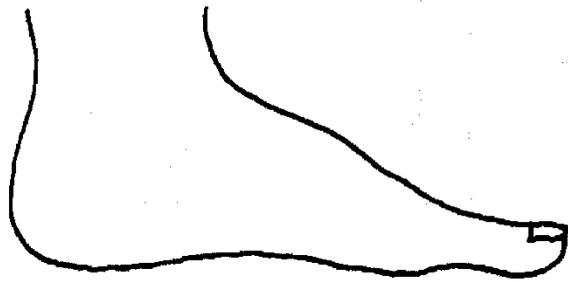
R TOP L



R BOTTOM L



R

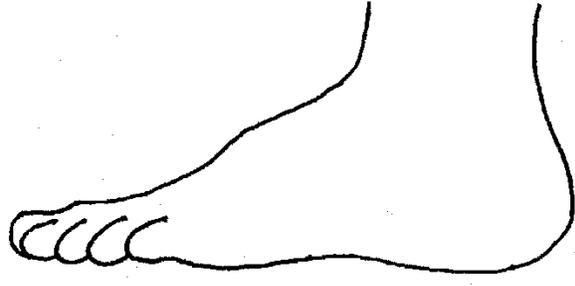


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

.....

Date:

Time:

.....

Role of Worker

.....

Other information:

.....

Appendix 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 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)
- Upskirting
- 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.



Peer on Peer Abuse Sexual Harassment and Violence Policy

Introduction

Our school recognises 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”.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond.

In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

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

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used by for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour & discipline policy (inc. anti- bullying policy), safeguarding policy and online safety policy.

This policy concentrates on peer on peer abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2020) and should be read in conjunction with the Nottinghamshire Safeguarding Children Partnership (NSCP) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Policy Development

The policy has been developed in consultation with senior leaders, governors and staff.

Aims

The policy will:-

- Set out our strategies for preventing, identifying and managing peer on peer abuse
- Take a contextual approach to safeguarding all children and young people involved. Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

Understanding Peer on Peer abuse

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children.

The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing.

Sexual harassment and sexual violence may also occur online and offline.

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful sexual Behaviour HSB).

We are adopting the NSPCC definition of HSB as:-

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

Also useful is Simon Hackett's continuum model to demonstrate the range of sexual behaviours.

(Appendix 1 and the Brook Traffic lights (appendix 2))

Vulnerable groups

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: 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 or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

Whilst research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from

school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Responding to Alleged Incidents Responding to reports of sexual violence and sexual harassment

All reports of peer on peer abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

- The school or college will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated lead or social care) staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element the school or college will follow advice on searching screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Risk assessments will be recorded (electronic and password protected with a paper copy with the confidential file) and be kept under review.

The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

Action following a report of sexual violence and/or sexual harassment

Following an incident we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

Follow up Actions

Children sharing a classroom:

Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from any classes they share with the victim.
- Consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support / working with parents. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored as per the Child Protection Policy by the DSL on the main file or in a separate confidential secure 'Concern File'.

2. In line with 1 above, we may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon

as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols.

Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made through the MASH as above). The designated safeguarding lead (and their deputies) will follow local process for referrals. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school or college will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action in light of our behaviour policy. If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) may potentially generate interest among other pupils in the school.

We will take any appropriate action to protect all children involved, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that

an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies (see Appendix 3).

We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

If they are moved we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Physical Abuse

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the School Behaviour & Discipline (inc. anti-bullying) Policy will be applied in these cases, with recognition that any police investigation will need to take priority.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Online Behaviour

Many forms of peer on peer abuse have an element of online behaviour including behaviours such as cyberbullying and sexting.

Policies and procedures concerning this type of behaviour can be found (School Behaviour & Discipline (inc. anti-bullying) Policy, Internet Access Policy, and Whole School Policy For Child Protection To Safeguard And Promote The Welfare of Children)

Prevention

Our school actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Educating all Governors, Senior Leadership Team, staff and volunteers, [Pupils], and parents about this issue. This will include training all Governors, Senior Leadership Team & staff on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes

- (a) Contextual Safeguarding;
- (b) The identification and classification of specific behaviours; and
- (c) The importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.
 - Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum.
 - Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
 - They are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of peer-on-peer abuse.
 - Engaging parents on this issue by:
 - (a) Talking about it with parents, both in groups and one to one;
 - (b) Asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks;
 - (c) Involving parent governors in the review of School policies; and
 - (d) Encouraging parents to hold the School to account on this issue.
 - Ensuring that all peer-on-peer abuse issues are fed back to the School's safeguarding [team/lead] so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support. [This is done by way of a weekly staff meeting at which all concerns about pupils (including peer-on-peer abuse issues) are discussed];
 - Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
 - Working with Governors, Senior Leadership Team, all staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
 - Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
 - Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
 - Responding to cases of peer-on-peer abuse promptly and appropriately.

Multi-agency working

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, Nottinghamshire Safeguarding Children Partnership (NSCP),

Nottinghamshire Multi-Agency Safeguarding Hub (MASH), children's social care, and/or other relevant agencies, and other schools.

The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of peer-on-peer abuse. They help the School

- a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;
- b) To ensure that our pupils are able to access the range of services and support they need quickly;
- c) To support and help inform our local community's response to peer-on-peer abuse;
- d) to increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupil.

The School actively refers concerns/allegations of peer-on-peer abuse where necessary to Nottinghamshire MASH (or equivalent)], children's social care, and/or other relevant agencies.

Children resident out of county but attending a Nottinghamshire school /academy will be reported to their home MASH or equivalent Social Care

In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

Peer on Peer Abuse Sexual Harassment & Violence Policy Appendix 1

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour 	<ul style="list-style-type: none"> • Problematic and concerning behaviours 	<ul style="list-style-type: none"> • Victimising intent or outcome 	<ul style="list-style-type: none"> • Physically violent sexual abuse
Socially acceptable	<ul style="list-style-type: none"> • Socially acceptable behaviour within peer group 	<ul style="list-style-type: none"> • Developmentally unusual and socially unexpected 	<ul style="list-style-type: none"> • Includes misuse of power 	<ul style="list-style-type: none"> • Highly intrusive
Consensual, mutual, reciprocal	<ul style="list-style-type: none"> • Context for behaviour may be inappropriate 	<ul style="list-style-type: none"> • No overt elements of victimisation 	<ul style="list-style-type: none"> • Coercion and force to ensure victim compliance 	<ul style="list-style-type: none"> • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	<ul style="list-style-type: none"> • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Consent issues may be unclear 	<ul style="list-style-type: none"> • Intrusive 	<ul style="list-style-type: none"> • Sadism
		<ul style="list-style-type: none"> • May lack reciprocity or equal power 	<ul style="list-style-type: none"> • Informed consent lacking, or not able to be freely given by victim 	
		<ul style="list-style-type: none"> • May include levels of compulsivity 	<ul style="list-style-type: none"> • May include elements of expressive violence 	

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf>

Peer on Peer Abuse Sexual Harassment & Violence Policy **Appendix 2**

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
-
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

This is intended to be used as a guide only. Please refer to the guidance tool at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Peer on Peer Abuse Sexual Harassment & Violence Policy **Appendix 3**

Support for Young People: Local and National

- Nottinghamshire Children and Young People's Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChiSVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.

www.imara.org.uk/about-us/chisva-service

- Child and adolescent mental health services (CAMHS)

www.nottinghamshirehealthcare.nhs.uk/cahms

- Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence.

www.nottsssvss.org.uk

- Internet Watch Foundation (to potentially remove illegal images)

www.iwf.org.uk

Peer on Peer Abuse Sexual Harassment & Violence Policy **Appendix 4**

Useful Publications and Websites

Government Publications

Sexual harassment and sexual violence in schools

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Keeping Children safe in Education

www.gov.uk/government/publications/keeping-children-safe-in-education—2

Preventing youth violence and gang involvement

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Preventing and tackling bullying in schools

www.gov.uk/government/publications/preventing-and-tackling-bullying

Other useful documents

Sexting

Sexting in schools and colleges-Responding to incidents and safeguarding young people

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Peer-on-peer abuse

Farrer&Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policy and template peer-on-peer abuse policy

www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%202014.pdf

Anti-bullying alliance

There are some useful links on the section on sexual bullying:-

Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional

www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf

Preventing abuse among children and young people-guidance from Stop it Now

www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf

What is Age appropriate?

<http://www.stopitnow.org/ohc-content/what-is-age-appropriate>

Brook Traffic lights

<https://www.brook.org.uk/our-work/using-the-sexual-behaviours-traffic-light-tool>

NSPCC-Harmful sexual behaviour

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

NCB Harmful sexual behaviour

<https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmful-sexual-behaviour>

NSPCC –Is this sexual abuse?

<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-peer-sexual-abuse.pdf>

Online sexual harassment

Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding

<https://www.childnet.com/our-projects/project-deshame>

Sexism

It's Just Everywhere- a study on sexism in schools –and how we tackle it

<https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

Relationship Education , Relationship and Sex Education HMSO

www.gov.uk/government/news/relationships-education-relationships-and-sex

Peer on Peer Abuse Sexual Harassment & Violence Policy Appendix 5 Definitions

Peer on Peer Abuse

All children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including:-

- Sexual violence and harassment
- Physical abuse
- Sexting
- Initiation /hazing type violence and rituals

All schools need to include peer on peer abuse in their schools' policies and procedures and all staff need to be aware of these and ensure they are part of their practice.

These should include

- Procedures to minimise the risk of peer on peer abuse
- How allegations are recorded, investigated and dealt with
- Clear processes as to how victims, perpetrators and any other children affected will be supported

- Recognition of the gendered nature of peer on peer abuse but recognising that all forms of this behaviour is unacceptable and will be taken seriously

Sexual Harassment

This can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline. In the context of this guidance this means in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

It can include

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery

The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents

www.gov.uk/government/publications/sexting-in-schools-and-college

Upskirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Cases of 'up skirting' have a mandatory requirement for being reported.

Sexual Violence

In this guidance this refers to sexual violence in the context of child on child sexual violence. Children can and do abuse other children. Sexual violence covers a spectrum of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013. This includes:-

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or

anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to know that:-

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

Useful guidance can be found in:-

NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework:

www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf

The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children

www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Hazing/Initiation

The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Contextual Safeguarding

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

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/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours;
- 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

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 Partnership procedures [NSCP 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



Training Form for 2020/2021

Assurance of statutory safeguarding arrangements in Nottinghamshire schools, colleges and independent providers.

This form should be completed by the Head Teacher/Principal with support from the Snr Designated Safeguarding Lead for the school, academy or education setting. In signing this form you are confirming that the 'safeguarding arrangements' are compliant with all statutory legislation.

The information requested below will allow the Local Authority and NSCP to have a degree of assurance about your 'safeguarding arrangements' for maintaining up to date and relevant safeguarding training; help inform the Local Authority and NSCP Learning and Workforce Development Group of the training needs within the County; and help to maintain a current register of relevant safeguarding leads in your organisation.

NAME OF SCHOOL/ACADEMY:	
Name of the Head Teacher/Principal:	
Head Teacher/ Principal	
Safeguarding training completed:	
Dates:	

Name of Snr Designated Safeguarding Lead: <i>(It is a statutory requirement that this person should be a member of SLT)</i>		
Date in post as Snr Designated Safeguarding Lead:		
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 is provided by the Local Authority and must be refreshed within every two years)</i>		
Working Together to Safeguard Children – one day course <i>(This training is provided by the NSCP and does not require refreshing).</i>		

<p><i>Other courses should be completed to maintain an up to date knowledge of safeguarding vulnerabilities for children.</i></p> <p>Snr DSL: List other training accessed</p>		
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Name of Deputy Designated Safeguarding Lead:		
Date in post as Deputy Designated Safeguarding Lead:		
Role in school:		
Details of Training attended within the last 2 years.	Date attended	Refresher due
The Responsibilities of the Designated Person (This training is provided by the Local Authority and must be refreshed within every two years)		
Working Together to Safeguard Children – one day (This training is provided by the NSCP and <u>does not</u> require refreshing). <i>Other courses should be completed to maintain an up to date knowledge of safeguarding vulnerabilities for children.</i>		
List other training accessed:		

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

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

Safeguarding training completed (Include training specific to LAC) Dates:	
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Whole School Safeguarding Training (It is a statutory requirement that whole school safeguarding training is provided as a minimum every three years and regular refresher training is provided to keep all staff fully informed and aware of everyone's responsibility to keep children safe)	
Dates of training Dates of any Online Training	Face to Face Safeguarding Training Dates: Refresher due: 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 whole school child protection policy has been recently reviewed, tailored to meet your individual school/academy's 'safeguarding arrangements' and has been 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 2020 full Governing body meeting and ensure this is noted within the minutes of the meeting.
- It is good practice for all schools and academies to ensure your 'safeguarding arrangements' are robustly quality assured and well documented.
- Ofsted will inspect every school, academy or education provider's 'safeguarding arrangements' within the Inspection Framework for leadership and management of the school or academy.
- **Please ensure you retain a copy of the SiE Self- Audit Form 2020/2021 within your school or academy's safeguarding file so that you are able to provide evidence of safeguarding compliance.**
- Further electronic copies of *the SiE Annual Self-Audit toolkit for 2020/2021* can be accessed through the Nottinghamshire Schools Safeguarding Portal Link: LA communities, safeguarding or from the NSCP website <http://www.nottinghamshire.gov.uk/nscp/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 20th December 2020. Email: cheryl.stollery@nottscc.gov.uk

Appendix 20



NCC & NSCP Safeguarding Children in Education: Annual Self-audit tool 2020-2021

NAME OF YOUR SCHOOL/ACADEMY:

.....

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 2020. The self-audit tool reflects the statutory requirements within Keeping Children Safe in Education (KCSiE 2020 as of 1st September 2020).

AUDIT FOR ACADEMIC YEAR 2020/2021		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 annual self-audit prior to it being presented to the full Governing Body for sign off during the autumn term 2020. The examples of 'evidence' outlined below is often the evidence sought by Ofsted during the HMI's inspection of the school's 'safeguarding arrangements'.</p>			
1	<p>GOVERNOR SAFEGUARDING LEAD (statutory requirement): A member of the Governing Body/Trust has been nominated to take leadership responsibility for ensuring the school discharges its duties appropriately in relation to safeguarding (KCSiE 2020 Part Two Leadership and Management & paragraphs 60 - 130).</p>		
	<p><i>Evidence</i> <i>Name of Safeguarding Governor:</i> <i>Date appointed:</i></p>		
2	<p>WHOLE SCHOOL CHILD PROTECTION POLICY (statutory requirement): 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 2020 statutory guidance and reflects NSCP local safeguarding arrangements. The policy must be reviewed and updated at least annually. (KCSiE 2020 Part One Safeguarding Information for All Staff & paragraphs 13, 30, 37, 43, 62 to 66, 80, 91, 106 & Annex B page 99).</p>		

	<p><i>Evidence</i> Date when policy was reviewed and tailored to reflect the school/academy's individual 'safeguarding arrangements': Date when the policy was signed off by the Governing Body:</p>		
3	<p>SAFEGUARDING POLICIES AND PROCEDURES (statutory requirement): All school staff (teaching and non-teaching and volunteers) are aware of arrangements in place which support the protection and safeguarding of all children. These have been explained as part of all staff induction and before working with children. They are part of the school/academy's safer working practice. 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). - KCSiE 2020 Annex A, B and C. <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 <u>all</u> staff have read Part One and Annex A of KCSiE 2020 and has ensured mechanisms are in place to assist staff to understand and discharge their role and responsibilities. All staff receive appropriate safeguarding and child protection updates to provide them with the relevant skills and knowledge to safeguard children effectively. (KCSiE 2020 Part One Safeguarding Information for All Staff paragraphs 1 to 60,62 to 66, 91, 101 to 130 & Annex A and B).</p>		
	<p><i>Evidence</i> Date staff have read Part One of KCSiE 2020 The Snr DSL has provided a quiz or other alternative to confirm individual staff understanding of the school's 'safeguarding arrangements'. DSL's provide regular staff updates/ bulletins or notices on staff notice board provide examples <i>Best Practice</i> The school maintains a register of staff having received and read the policies. <i>Best Practice</i> Staff meetings/ briefings have a standard safeguarding item.</p>		
4	<p>CHILD PROTECTION PROCEDURES (statutory requirement): The child protection policy details the setting's own individual 'safeguarding arrangements' and clearly describes procedures which are required by DfE KCSiE 2020, referring to locally agreed inter-agency safeguarding procedures put in place by Nottinghamshire Safeguarding Children Partnership (NSCP). The whole school child protection policy is specifically tailored to the school's child population. Other statutory safeguarding policies are in place and are referred to within the child protection policy. The policy describes</p>		

	<p>procedures to be followed by all staff and volunteers where there are cases of suspected abuse and neglect. (KCSiE 2020 Part One Safeguarding Information for All Staff and staff roles and responsibilities identified throughout this guidance and Annex A).</p>		
	<p><i>Evidence should include reference to the following:</i></p> <ul style="list-style-type: none"> - <i>The child protection policy.</i> - <i>The behaviour policy.</i> - <i>The staff behaviour policy (code of conduct).</i> - <i>The attendance policy which informs of actions to address children who go missing from home, school or education.</i> - <i>The role of the designated safeguarding lead.</i> - <i>Anti-bullying (including cyber- bullying) policy.</i> - <i>Online safety, e- safety policy.</i> - <i>Information Sharing.</i> - <i>Peer on Peer Abuse policy (takes into account KCSIE 2020 Part Five 'sexual violence and sexual harassment between children in schools and colleges)</i> - <i>Safer Recruitment and Safer Working Practice</i> - <i>Management of Allegations and Whistleblowing.</i> - <i>Physical Intervention policy.</i> 		
5	<p>DESIGNATED SAFEGUARDING LEAD FOR CHILD PROTECTION (statutory requirement): 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. DSL role and responsibilities are explicit in the role-holder's job description. There is at least one deputy designated safeguarding lead and they have been trained to the same standard as the Snr DSL. The designated safeguarding leads liaise with the LA and other agencies (KCSiE 2020 paragraphs 10,11, 21, 33, 37, 43,45 to 47, 54, 59, 67 to 73, 87 to 88, 109 to 112, Annex A & Annex B).</p>		
6	<p>COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD (statutory requirement): 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 to discuss any safeguarding concerns. There is adequate and appropriate DSL cover arrangements in place for any out of hours/out of term activities. (KCSiE 2020 paragraphs 10,11, 33, 43,47 & 67 to 73, Annex A & Annex B Covid-19 non- statutory interim guidance during the pandemic).</p>		
7	<p>DESIGNATED SAFEGUARDING LEAD TRAINING (statutory requirement): 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 2020 paragraphs 67 to 73 & Annex B). Please complete the Training Form below to evidence compliance of training attended. This will also support</p>		

	NCC and NSCP collation of data to inform arrangements for future training needs.		
5/6/7	<p><i>Evidence for questions 5,6 and 7 (additional information can also be found on SiE Training Form attached).</i></p> <p><i>The school/academy adopts the NCC & NSCP whole school child protection policy template?</i></p> <p><i>The school/academy adopts the Family or Trust's whole school child protection policy template.</i></p> <p><i>The DSL role and responsibilities are written into each named DSL's job description.</i></p> <p><i>DSL's should always provide reports to Child Protection and Child in Need conferences and reviews during the academic year and attend unless exceptional circumstances arise. Communication between schools and social care remains paramount to keep children safe.</i></p>		
8	<p>CHILD PROTECTION TRAINING (statutory requirement):</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 sexual violence and sexually harmful behaviour, CSE, CCE, forced marriage, honour-based abuse, domestic harm/abuse, FGM and Prevent (radicalisation), up skirting, peer on peer abuse, serious violence and children who require mental health support. Contextualised safeguarding and County Lines.</p> <p>There is the opportunity for staff members to receive safeguarding and child protection updates at least annually by face to face training and regularly through staff meetings, bulletins and staff notice boards.</p> <p>There is opportunity provided to staff to contribute to safeguarding arrangements and development of the child protection policy. (KCSiE 2020 paragraphs 13 to 49, new paragraphs at 28 for CCE, 32 for contextualised safeguarding, paragraphs 89-91,113-116, Annex A, B & C).</p>		
	<p><i>Evidence (additional information can also be found within the Training Form).</i></p> <p><i>A register is maintained of all safeguarding and child protection training.</i></p> <p><i>Staff are consulted about the 'safeguarding arrangements' in place.</i></p>		
9	<p>CONCERNS ABOUT PRACTICE/WHISTLE BLOWING (statutory requirement):</p> <p>There is a culture that all staff can 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.</p> <p>(KCSiE 2020 paragraphs 56 to 59, 211 and Part Four Allegations of abuse made against teachers and other staff, including supply teachers and volunteers' pages 56 to 62).</p>		

	<p><i>Evidence</i> Date when whistleblowing policy was signed off by governing body: When was it last shared with you staff: <i>New</i> Does your policy and arrangements include allegations against supply teachers and volunteers: <i>New</i> Do you safeguarding arrangements include where and individuals' behaviours indicate they may not be suitable to work with children (KCSIE 2020 paragraph 211).</p>		
10	<p>LOOKED AFTER CHILDREN (statutory requirement): There is a Designated Teacher for Looked After Children who has received appropriate training and or networking opportunities to work effectively in this area. All staff have the relevant information regarding a child with looked after status and know when to share concerns for individual children. (KCSiE 2020 paragraphs 117 to 125, & Annex A).</p>		
	<p><i>Evidence</i> Where schools/academies have LAC children on roll, the Designated Teacher works with staff from the Virtual School to discuss how best to use Pupil Premium funding for the child. The DST contributes to and attends LAC meetings for children with LAC status. <i>Best Practice-</i> Date of LAC specific training</p>		
11	<p>CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (statutory requirement): The child protection policy reflects the additional barriers for this vulnerable group of children with additional needs. All staff are conversant with the Early Help Offer and the NCC Pathway to Provision version 8 2019. The setting has put in place extra pastoral support for children with SEN and disabilities. (KCSiE 2020 paragraphs 18, 48, 82,109-116, 126 to130).</p>		
	<p><i>Evidence</i> There is a dedicated section within the child protection policy which refers to this group of children and confirms the SEND provision and support that is in place. Does the SENCO contribute to reports for children subject to safeguarding and child protection concerns? Does the school/academy put in place additional pastoral support for any children with SEND?</p>		
12	<p>VULNERABLE GROUPS (statutory requirement): 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 by receiving training, through DSL updates or briefings. All staff have received training and understand the term contextualised safeguarding and child criminal exploitation and understand the impact for individual children and communities: Private Fostering date: Honour Based Violence date:</p>		

	<p>Child Criminal Exploitation; County Lines date: Sexual Violence and Sexually Harmful behaviour date: Female Genital Mutilation (FGM) date: Forced Marriage date: Missing Children, Children Missing Education date: Young Carers date; Prevent/ WRAP training date: Looked After Children/Care leavers date: Contextual Safeguarding date: Serious Violence: Peer on Peer Abuse date: New RSHE (statutory from 1st September 2020) (KCSiE 2020 paragraphs 18, 27 to 49,105 to119, Part 5, Annex A, C, E & H).</p>		
	<p><i>Evidence</i> <i>In-house training or briefings have been provided by DSL dates:</i> <i>Staff have completed in house or on-line training or through NCC partner safeguarding leads NSCP etc dates:</i> <i>Case Records are maintained for cases in which mandatory reporting is required, which evidence information shared, actions taken, and outcomes achieved:</i> <i>Have all staff following appointment and before working in school received safeguarding training as part of their induction:</i> New Are staff aware of RSHE becoming compulsory and conversant with teaching resources:</p>		
13	<p>COMPLAINTS (statutory requirement): The setting has a Formal Complaints' Policy which has been reviewed annually and is made known and available on the school/academy website. A comprehensive system is in place for children and families to make complaints and receive a response. Have complaints escalated to contacts with statutory agencies such as the NCC/LA, NSCP or Ofsted? (KCSiE 2020 Paragraphs 101-104 & Part Two The Management of Safeguarding).</p>		
	<p><i>Evidence</i> <i>The Complaints' procedure is available on the school's website. It is referred to so parents/carers and children know they will be listened to and concerns robustly addressed.</i> <i>Date the complaints' procedure was last reviewed.</i></p>		
14	<p>SAFER RECRUITMENT (statutory requirement): A culture of safer working practice 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 are made in accordance with statutory guidance.</p>		

	<p>A staff Code of Conduct has been adopted and signed off by the Governing Body/Trust.</p> <p>Written recruitment and selection policies and procedures are in place.</p> <p>All maintained school governors have had an enhanced DBS check.</p> <p>(KCSiE 2020 paragraphs 56 to 59, 99 to 100 & Part Three Safer Recruitment, NCC HR or your learning environments own HR).</p>		
	<p><i>Evidence</i></p> <p><i>Date when Single Central Record was last reviewed:</i></p> <p><i>Has the Head teacher and Governors reviewed the SCR to ensure it is up to date and compliant with KCSIE 2020 Part Three and your school's HR processes?</i></p>		
15	<p>SAFER RECRUITMENT TRAINING (statutory requirement):</p> <p>Safer Recruitment Training has been completed as required.</p> <p>(KCSiE 2020 paragraphs 99 to 100 & Part Three. NCC HR Schools' Portal or your learning environments own HR).</p>		
	<p><i>Evidence</i></p> <p><i>Dates for safer recruitment training by leadership members</i></p> <p><i>Head teacher and Chair of Governors</i></p> <p><i>New Best Practice Date for when Chair of Governors/ Governing body reviewed the Single Central Record:</i></p>		
16	<p>MANAGING ALLEGATIONS (statutory requirement):</p> <p>Procedures are in place for dealing with allegations of abuse against members of staff and volunteers which complies with the KCSIE 2020, HM Working Together to Safeguard Children 2018 and the NSCP local procedures.</p> <p>This includes having a named strategic lead who is conversant with how to contact NCC Local Authority Designated Officer (LADO)</p> <p><i>New</i> Part Four has been revised to include allegations of abuse made against teachers, including supply teachers, other staff, volunteers and contractors. In addition; an additional bullet point has also been added which covers where an individual may have behaved in a way that indicates they may not be suitable to work with children.</p> <p>(KCSiE 2020 paragraphs 56 to 59, 101 to 104, paragraph 211. & Paragraphs 214 to 217, Part Four Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers & NCC HR Schools Portal, or your learning environments HR).</p>		
	<p><i>Evidence</i></p> <p><i>Name of strategic lead within the school/academy for managing allegations if not the Head Teacher:</i></p> <p><i>Date training completed:</i></p> <p><i>Contact details for NCC LADO known and available.</i></p> <p><i>The school/academy whole school child protection policy informs where advice and reports of concerns or allegations should be made and includes the contact details for the LADO, MASH and Police.</i></p>		

	<i>Records are maintained and can evidence all concerns, actions and outcomes from referrals made to LADO.</i>		
17	<p>MANAGING ALLEGATIONS against the Head Teacher, Principal or Trust member (statutory requirement): A member of the Governing Body/Trust (usually the Chair) is responsible for responding & liaising with the local authority in the event of an allegation being made against the Head Teacher. (KCSiE2020 paragraphs 56 to 59, 101 to 104 & Part Four Allegations of abuse made against teachers, other staff, including supply teachers and volunteers).</p>		
	<p><i>Evidence</i> Name of Governor or Trust member who has responsibility for managing allegations: Date Managing Allegations Training was completed: <i>New Do you safeguarding arrangements include where and individuals' behaviours indicate they may not be suitable to work with children (KCSIE 2020 paragraph 211).</i> <i>Have you made supply staff aware of the schools 'safeguarding arrangements?</i></p>		
18	<p>CHILDREN MISSING FROM EDUCATION (statutory requirement): All staff are aware of, and follow the procedure relating to children missing from home, school, education or care. The school/academy 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 2020 paragraphs 27, 28, 62 to 64, & Annex A page 83).</p>		
	<p><i>Evidence</i> Statutory requirement: Information has been shared with staff, <i>Best Practice- Children Missing flow chart is on the staff noticeboard/made available to all staff, especially pastoral leaders.</i> <i>Best Practice- Missing Children and CME training attended date:</i></p>		
19	<p>CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT (statutory requirement): The DSL is aware of national and local guidance regarding how to respond to incidences of child on child sexual violence and sexual harassment. (KCSIE 2020 paragraphs 27, 29 to 30, 105 to 106 Part Five & Annex A pages 92 to 94).</p>		
	<p><i>Evidence</i> All those with DSL status are conversant with the Child Sexual Violence and Sexual Harassment guidance published December 2017. DSL's have accessed specific training to support them in practice. Date of training for CSE: Date of training for Sexual Violence and Sexually Harmful Behaviour:</p>		

	<p><i>DSLs have shared their learning with the staff team. All Staff and volunteers know what actions to take to safeguard a child who is the subject of sexual violence/ harassment. DSL's understand the term 'Contextual safeguarding.</i></p>		
20	<p>CHILD PROTECTION AND CHILD IN NEED CONFIDENTIAL FILE AUDIT (Best Practice): Introduced into all County Schools following lessons learnt from local and national Serious Case Reviews into child deaths.</p> <p>The Named Governor for child protection/safeguarding can confirm the school/academy 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 the annual audit of a sample of child protection/safeguarding files between the spring and summer term 2020.</p> <p>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 the 'best practice' file audits.</p> <p>The child's journey through the safeguarding system is well managed, documented and referrals and actions are taken in a timely way to keep children safe.</p> <p>A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing body annually. (KCSIE 2020 paragraphs 50,54,55, 82 to 88, 274, Annex B page 99, 100 and 101).</p>		
	<p><i>Evidence</i> <i>Date when child protection and safeguarding record audit was completed:</i> <i>Were all case records signed and dated?</i> <i>Did the child's file contain a chronology?</i> <i>Are files managed as specified in the school's child protection policy?</i> <i>Was the child's journey able to be evidenced?</i> <i>Has the Governor involved become aware of any weakness and put in place remedial actions/ advice?</i> New: <i>Did the child's CP or confidential file move with the child or be transferred in a timely way required by KCSIE 2020 page 100-101?</i></p>		
21	<p>TRANSFER OF A CHILD'S CHILD PROTECTION, CHILD IN NEED, LAC OR CONFIDENTIAL FILE (statutory requirement): A file transfer policy is in place to ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy. (KCSIE 2020 Paragraphs 54, 55,82 to 88 Annex B page 100-101 and acts in accordance with the transfer of file procedures written in the school/academy's child protection policy).</p>		
	<p><i>Evidence</i></p>		

	<p><i>Records evidence discussions have been held between the DSL's to share important information about the child and prior to transfer and arrangements for file transfer.</i></p> <p><i>Confirmation of signed receipt is held to confirm safe and secure transfer of files between schools/ education providers for children subject to CP and CIN concerns.</i></p> <p>New: <i>If the child's file did not transfer as required was action taken by the DSL and or the use of escalations procedures actioned?</i></p>		
22	<p>INFORMATION SHARING (statutory requirement):</p> <p>Information is shared effectively, 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 2020 Paragraph 55 & Part Two the Management of Safeguarding 82 to 88 & Annex A & B).</p>		
	<p><i>Evidence</i></p> <p><i>DSL's and staff are fully conversant with Information sharing protocols and the requirement to protect children, keep them safe and when and how to share information with agencies.</i></p> <p><i>Information regarding children is kept safe and secure and in accordance with the school's management arrangements for child protection and safeguarding, whether that be through paper files and systems or electronic systems such as CPOM's or My Concerns.</i></p>		
23	<p>SPECIFIC SAFEGUARDING ISSUES (statutory requirement):</p> <p>Governors and all staff are aware of the specific safeguarding concerns which can make children more vulnerable to risk, harm, abuse and exploitation.</p> <p>Staff are conversant with the signs and indicators of: drug and alcohol abuse, going missing/truanting, CSE, sexting, online-abuse, domestic violence, knife crime, trafficking and criminal exploitation which put children in danger.</p> <p>All staff are aware safeguarding issues can manifest themselves via peer on peer abuse.</p> <p>All staff are conversant with the term 'contextualised safeguarding'</p> <p>All staff are alert to the signs and impact of criminal child exploitation, linked to 'County Lines'.</p> <p>Staff are regularly reminded and clear of the school, academy or alternative providers policy and procedures with regards to all forms of abuse and risks of harm and know where to report concerns and seek support.</p> <p>(KCSiE 2020 Part One Safeguarding Information for All Staff, Part Five & Annex A pages 82 to 96).</p>		
	<p><i>Evidence</i></p> <p><i>DSLs access regular training pertinent to specific areas of emerging threats to children, young people and communities.</i></p> <p><i>DSLs are proactive in maintaining up to date knowledge to be effective in their support to children and staff.</i></p>		

	<p>Staff regularly take part in either face to face or on-line safeguarding training, The Snr DSL maintains a record or data base of all training completed by DSL's and all staff including volunteers. Statutory DSL's provide regular updates to all staff through staff briefings, training and opportunities to access on-line training such as the NSCP website. Best Practice DSL attendance at the Designated Safeguarding Lead Focus Group network meetings. The DSL can demonstrate actions taken and contact with regulated safeguarding agencies/ services.</p>		
24	<p>OPPORTUNITIES TO TEACH SAFEGUARDING (statutory requirement and some elements of best practice): Children are taught about safeguarding, how to keep themselves safe and where they can access support (including on-line) through teaching opportunities and Relationship, Sex and Health Education (RSHE) (KCSiE 2020 paragraphs 93 to 95, 106, Annex A & Annex C Online Safety page 102).</p>		
	<p><i>Evidence</i> <i>Curriculum and assembly plans that reflect these issues.</i> <i>New: Have staff access training or resources to teach RSHE suitable to the setting?</i> <i>Best Practice Primary School and Specials' School: engagement with the NSPCC 'Stay Safe Project'</i> <i>Best Practice Co-production work in schools with members of the TETC team</i> <i>PSHE includes raising awareness of the strands of safeguarding vulnerability.</i> <i>Best Practice Secondary school: Theatre/ drama performance opportunities.</i> <i>Best Practice Engagement with PCSO's, Police Early intervention Officers</i></p>		
25	<p>ONLINE SAFETY (statutory requirement): The Governing Body ensures that appropriate filters and monitoring systems are in place. (KCSiE 2020 paragraphs 92 to 95, 106, Annex A page 83,84 & 85 and Annex C).</p>		
	<p><i>Evidence</i> <i>A balanced approach is evident in the school/academy's ICT policy</i> <i>The school/academy's E -Safety Co-ordinator can inform the processes in place to keep children safe, restrict access through required filtering systems and deal with any threats or incidents.</i> <i>The DSL's maintains an up to date knowledge of risks linked to online and social media platforms used by children and young people.</i> <i>Best Practice School/Academy engages with NCC Anti- bullying and E safety Co-ordinator for advice and training for staff and parents.</i> <i>New: Has the school's on-line safety been reviewed?</i></p>		

	<i>New: Where children are being asked to learn on-line from home has the schools provided advice, guidance and risk assessments for children to do this safely especially during Covid-19 pandemic see Annex C page 104?</i>		
26	FEMALE GENITAL MUTILATION (statutory requirement): 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 2020 paragraph 33, Annex A page 88).		
	<i>Evidence</i> <i>FGM is referred to explicitly in the school's safeguarding policy. DSLs have completed FGM training can this be evidenced. Staff have completed either face to face or on-line FGM training</i> <i>Best Practice</i> A record of FGM training is maintained and can be evidenced to Ofsted during inspection. <i>All staff are fully conversant with how to report concerns</i>		
27	RADICALISATION and Extremist Behaviour (statutory requirement): Schools are aware of their responsibilities under the PREVENT duty (CTSA 2015) and this is reflected in existing safeguarding policies. This includes how to identify risks and vulnerability factors and are familiar with referral pathways. DSLs have completed Prevent/ WRAP training and maintain an up to date knowledge of emerging threats. (KCSIE 2020 paragraphs 18, Annex A pages 89 to 91).		
	<i>Evidence</i> <i>Date DSLs have completed Prevent or/WRAP training: Are the DSL team conversant with the guidance on Channel or Page 91?</i> <i>New Best Practice: Have DSL completed Chanel awareness e-learning?</i> <i>Best Practice</i> A record of staff training is maintained and can be evidenced to Ofsted during inspection. <i>Best Practice</i> How the DSLs and school staff maintain awareness of threats in order to keep children safe and address any anxieties.		

Training Form for 2020/2021

Assurance of statutory safeguarding arrangements in Nottinghamshire schools, colleges and independent providers.

This form should be completed by the Head Teacher/Principal with support from the Snr Designated Safeguarding Lead for the school, academy or education setting. In signing this SiE audit form, you are confirming that the 'safeguarding arrangements' are compliant with all statutory legislation KCSiE 2020.

The information requested below will allow the Local Authority and NSCP to have a degree of assurance about your 'safeguarding arrangements' for maintaining up to date and relevant safeguarding training; help inform the Local Authority and NSCP Learning and Workforce Development Group of the training needs within the County; and help to maintain a current register of relevant safeguarding leads in your organisation.

NAME OF SCHOOL/ACADEMY:	
Name of the Head Teacher/Principal:	
Head Teacher/ Principal	
Safeguarding training completed:	
Dates:	

Name of Snr Designated Safeguarding Lead: <i>(It is a statutory requirement that this person <u>must</u> be a member of SLT)</i>		
Date in post as Snr Designated Safeguarding Lead:		
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 is provided by the Local Authority and must be refreshed <u>within every two years</u>)</i>		
NSCP Working Together to Safeguard Children – one day course <i>(This training is provided by the NSCP and <u>does not</u> require refreshing). Other courses <u>should</u> be completed to maintain an up to date knowledge of safeguarding vulnerabilities and risks for children.</i> Snr DSL: List other training accessed		

Name of Deputy Designated Safeguarding Lead:

Date in post as Deputy Designated Safeguarding Lead:		
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 is provided by the Local Authority and <u>must</u> be refreshed <u>within</u> every two years)</i>		
NSCP Working Together to Safeguard Children – one day <i>(This training is provided by the NSCP and <u>does not</u> require refreshing).</i> <i>Other courses <u>should</u> be completed to maintain an up to date knowledge of safeguarding vulnerabilities and risks for children.</i>		
List other training accessed:		

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

Names of Designated Teacher (for Looked After Children)	
Name of DT	
Date Appointed	
Safeguarding training completed (Include training specific to LAC)	
Dates:	

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 2020 full Governing body meeting and ensure this is noted within the minutes of the meeting.
- It is good practice for all schools and academies to ensure your 'safeguarding arrangements' are robustly quality assured and well documented.
- Ofsted will inspect every school, academy or education provider's 'safeguarding arrangements' within the Inspection Framework for leadership and management of the school or academy.
- **Please ensure you retain a copy of the SiE Self- Audit Form 2020/2021 within your school or academy's safeguarding file so that you can provide evidence of 'safeguarding compliance' during Ofsted Inspections.**
- Further electronic copies of *the SiE Annual Self-Audit toolkit for 2020/2021* can be accessed through the Nottinghamshire Schools Safeguarding Portal Link: LA communities, safeguarding or from the NSCP website <http://www.nottinghamshire.gov.uk/nscp/resources/for-schools>
- Additional information regarding Safer Recruitment Practice or training should be sought through NCC Human Resources Services. Duty [Tel:- 0115 977 9774433](tel:0115 977 9774433) 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:0115 977 30650115) or safeguarding.training@nottscc.gov.uk
- Safeguarding Training: bookings for face to face and online training are through 'Learning Pool'.

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

Completed and signed NCC & NSCP SIE Audit Forms for 2020-2021 should be returned no later than 20th December 2020 to Email: cheryl.stollery@nottscc.gov.uk Safeguarding Children in Education Officer

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"/> <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/NSCP</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 NSCP 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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