SAFEGUARDING AND CHILD PROTECTION UPDATE

September 2016
Revised October 2016

Please find enclosed in this document a number of issues relating to safeguarding; a reminder of your statutory responsibilities, updates on statutory or local guidance, key issues, templates to support recording and the management of safeguarding concerns as well as the template whole school policy.

STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES

Links to guidance or procedures

New or relatively new

From a DfE perspective, the schools role in safeguarding children in education is set out in two main pieces of statutory guidance and one advice document. The links to these documents are available below.

Keeping Children Safe in Education (2016) KCSiE 2016

- The DfE have updated Keeping Children Safe in Education (KCSIE) for 2016. The final guidance was made available in May 2016 and is to commence on the 5th September 2016.


- This guidance has not been updated for 2016. Working Together to Safeguard Children 2015 emphasises the duty to work together to safeguard children.

What to do if you're Worried a Child is Being Abused (2015) What to do if you're worried a child is being abused

- More information is included in KCSiE 2016 on the context of this advice document. Examples of potential signs of abuse and neglect are highlighted in this advice document and why it may be useful for school and college staff.
Keeping Children Safe in Education (2016)

The DfE consulted on changes to KCSiE for 2016, this consultation closed in February 2016. The consultation response was poor nationally, with only 310 schools, colleges or local authorities responding. Given that Nottinghamshire have well over this number of schools/colleges in Nottinghamshire alone, it would appear that many organisations did not take the opportunity to be involved in the consultation response. As the DfE envisage making changes to KCSiE on an annual basis, any opportunity to be involved in such processes should be taken to be involved in shaping statutory guidance.

There were a number of changes to KCSiE that were suggested, in particular around the requirement for an increased frequency of whole school training and designated safeguarding lead training, which would have had a significant impact for schools and colleges. However, these suggestions do not appear to have been included in the statutory guidance issued in May 2016, however there has been a number of changes to the guidance which will come into force on 5 September 2016.

A Whole School Approach to Safeguarding:
Safeguarding and promoting the welfare of children is the responsibility of everyone

- It remains (as per KCSiE 2015) that the Headteacher/Principal, Governing Body and Senior Designated Person for Safeguarding in each school should ensure that all staff read at least part one of Keeping Children Safe in Education. However for 2016 these persons should also ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of the guidance. This is a change in emphasis, the DfE want safeguarding to be a culture in schools and a whole school approach to safeguarding.

- KCSiE 2016 makes it clear that safeguarding and promoting the welfare of children is everyone’s responsibility and that what is in the best interests of the child should be considered at all times.

- KCSiE 2016 provides more information on early help, including that all staff should be aware of the early help process, and understand their role in it. It is the responsibility of the designated safeguarding lead to support staff members liaising with other agencies and setting up an inter-agency assessment. The case should be kept under constant review to give consideration for a referral to children’s social care if the situation is not improving.

- KCSiE 2016 highlights the difference between a ‘concern’ about a child and a child in ‘immediate danger or at risk of harm’ and what actions should follow each
o KCSiE 2016 makes it clear that staff should be able to raise concerns about other staff members, but also that the concerns should be taken seriously. Advice is added, with links, to the NSPCC whistleblowing advice and helpline.

o **All** staff should know what to do if a child is being abused or neglected and KCSiE 2016 provides additional guidance around confidentiality which applies to all staff. **All** staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst liaising with the designated safeguarding lead and children’s social care. Children should not be given promises that any information about an allegation will not be shared.

o KCSIE 2016 makes it clear that the Data Protection Act 1998 should not be a barrier to sharing of information where failure would result in a child being placed at risk of harm – fears about data sharing should not come before safeguarding a child.

o The information about the types of abuse (the definition of abuse has been updated) and neglect remain included for **all staff**. However there is additional guidance that abuse and neglect are rarely stand alone events and that they will interlink and overlap with each other.

o The guidance continues to make it clear that Governing Bodies and Proprietors (for 2016 the guidance makes it clear that this includes management committees, unless clearly stated) should have appropriate safeguarding and procedures in place for **appropriate** action to be taken in a **timely** manner to safeguard and promote a child’s welfare.

**Specific Safeguarding Issues**

*All staff should have an awareness of specific safeguarding issues*

- A new duty for teachers to report ‘known’ cases of Female Genital Mutilation (FGM) was introduced on 31 October 2015. KCSIE 2016 has been updated to reflect this duty. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. There is further guidance on this in KCSiE. There will be also further guidance available from NCC for September 2016 – see Appendix 20 of the whole school policy for child protection.

- KCSIE 2016 includes links to guidance for governing bodies and proprietors around children missing from education. This information has been included to support governing bodies and proprietors when considering children who go missing from education.

- KCSiE 2016 has a strong focus on policies and procedures for peer on peer abuse, including that sexting and the school or colleges approach that it is reflected in the child protection policy. For 2016 we have included specific
appendices to the whole school policy for child protection on peer on peer abuse and youth produced sexual imagery ‘sexting’ – see appendices and 15 and 16.

- A new Annex (Annex A) has been included to elicit key information for those staff who work directly with children and require more detailed safeguarding guidance. Annex A will be further updated in September 2016 following changes to the definition of child sexual exploitation and sharing of information where a child goes missing from education.

**The Role of the Designated Safeguarding Lead**

- KCSiE has been amended to clarify the role of the Designated Safeguarding Lead (DSL). An Annex (Annex B) has been included to reflect this. KCSiE 2016 clarifies that there should be one deputy safeguarding lead (it is a matter for individual schools whether there is one of more deputies). However, they must be trained to the same standard as the DSL. KCSiE 2016 clarifies the required cover arrangements for the DSL if not available.

- There has been no change to the DSL training every two years (it was mooted during the consultation that this may change to a requirement for annual training). However, there is the requirement for DSLs to update their knowledge and skills at regular intervals but at least annually. The DfE suggest that this can be done through reading e-bulletins, meeting other designated safeguarding leads, or undertaking reading around safeguarding. Nottinghamshire County Council offer opportunities for DSLs to attend ‘What’s new in Safeguarding’, Designated Safeguarding Lead forums, updates through the MASH e-bulletin, reading around published SCRs on the NSCB safeguarding website and specific safeguarding training etc.

**Online Safety/Opportunities to Teach Safeguarding**

- The concern around online safety is made clear. Governing bodies and proprietors should ensure that appropriate filters and monitoring systems are in place. An Annex (Annex C) is included for guidance. Lorna Naylor, NCC Anti-Bullying Coordinator is currently producing guidance for schools to support with online safety and policies, this will be available on the schools’ portal. See Appendix 18 of the whole school policy for child protection.

- Governing bodies and proprietors should **ensure** that children are taught about safeguarding online through teaching and learning opportunities eg in PSHE. However KCSiE 2016 states that they should be careful that ‘over blocking’ does not restrict this teaching to opportunity to teach children about keeping safe online.
Looked After Children

- KCSiE 2016 has been amended to reflect the importance of the designated teacher working with the virtual school head on how funding can best support the progress of a Looked After Child (LAC).

- The designated safeguarding lead should also have details of the child’s social worker and the name of the virtual head. The designated safeguarding lead should work closely with the designated teacher. The designated teacher will ensure that the educational achievement of children who are looked after is promoted and this person must have appropriate training.

- The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies. KCSiE is clear that in other schools and colleges an appropriately trained teacher should take the lead therefore it would be good practice on other schools to have a designated teacher for Looked After Children.

Safer Recruitment

- It remains for 2016 that policies along with Part One of KCSiE 2016 and the role of the DSL should be provided to staff on induction. However, KCSiE 2016 states that Governing Bodies and Proprietors should take a proportionate risk based approach to the level of information that is provided to temporary staff and volunteers.

- KCSiE 2016 has been amended to include information specifically for those engaged in management roles (in independent schools including academies and free schools) that an additional check is required to ensure that they are not prohibited under section 128 provision. Further guidance is included in the pre-appointments section of KCSiE 2016.

- Information regarding pre-appointment checks has been amended to reflect the latest DBS information (the law allows for certain old and minor offences to be filtered out) Schools and colleges should use the Teachers Services system to ensure that a person employed as a teacher (for academies this would also include staff who are not qualified teachers who are teaching) is not subject to a Prohibition Order.

- Information on the single central record has been amended to reflect a section 128 check (as previously described) and checks on people who have lived or worked outside the UK, including recording checks for EEA teacher sanctions and restrictions.

- Maintained School governors are now required to have an enhanced criminal records certificate from the DBS. There is no requirement for a barred list check,
unless they are also engaged in regulated activity. The guidance for other school governors remains as KCSiE 2015.

Opportunities to Teach Safeguarding

- The guidance clearly sets out that there is a responsibility on schools to take opportunities to teach children about safeguarding such as child sexual exploitation (CSE). It also highlights some very specific safeguarding areas such as female genital mutilation (FGM) alongside the subject of radicalisation which is a significant issue for schools and other bodies in terms of the prevent duty. See below for information regarding vulnerable groups.

Nottinghamshire County Council and the Nottinghamshire Safeguarding Children Board (NSCB)

The Nottinghamshire Safeguarding Children Board (NSCB) revise their Interagency Safeguarding Children Procedures at least annually.

Information for schools is accessible via the Nottinghamshire County Council website. Some key safeguarding documents are also available via the NSCB website under the NSCB resources for professionals.

Early Help – Pathway to Provision

The threshold for accessing support and service, the Pathway to Provision was updated in November 2015. The Pathway has been updated to reflect the introduction of the Early help assessment form and Complex case resolution meetings. As well as revised Step Down guidance and the contact details for safeguarding and Early Help arrangements for the local authorities neighbouring Nottinghamshire. It also includes the arrangements of the Targeted Support for Young People and the Multi-Agency Safeguarding Hub (MASH).

Vulnerable Groups

KCSiE 2016 is clear that a Child Protection Policy for children with SEN and or disabilities needs to reflect additional safeguarding challenges.

KCSiE continues to highlight that some children and young people may be particularly vulnerable to abuse and harm and the designated safeguarding leads, senior leadership team and governors should be aware of the range of guidance.

To support this links to statutory, national and local guidance are below:-

- Radicalisation: there are new duties and responsibilities on schools and there is a need to be an active partner in both identifying those children who may be drawn into violence as well as responding with colleagues to intervene. DfE guidance The Prevent Duty (KCSiE page 55). Nottinghamshire County Council will be issuing local
guidance shortly for the autumn term which will be available on the Schools Portal – see Appendix 19 of the whole school policy for child protection.

- **Child Sexual Exploitation (CSE)** ‘What to do if you suspect a child is being sexually exploited’ [DfE CSE What to do leaflets](#). CSE continues to remain within the whole school policy – see Appendix 16.

- **Female Genital Mutilation (FGM)** [FGM guidance](#). Nottinghamshire County Council have amended the Appendix in the whole school policy for child protection to reflect the mandatory reporting duty, however there will be further guidance issued for the autumn term – see Appendix 20 of the whole school policy.

- **Children missing from education, home or care** [DfE School attendance](#) [DfE Children Missing Education](#) [DfE Missing from Home & Care](#) For 2016 we have included within the whole school policy an Appendix on Children Missing from Education – see Appendix 21.

- **Bullying continues to be an important issue** [DfE bullying guidance](#). However, this is now included in peer on peer abuse – see Appendix 15 of the whole school child protection policy.

**Training and professional development**

Regular training and discussion within the school environment continues to be important and should be led by the designated safeguarding lead and their deputy.

**Timelines for training:**

- **Designated Safeguarding Lead**: refreshed **within every two years** (statutory requirement). There is the requirement for DSLs to update their knowledge and skills at regular intervals but **at least annually**. The DfE suggest that this can be done through digesting e-bulletins, meeting other designated safeguarding leads, or undertaking reading around safeguarding. DSL training can be accessed via the Workforce Development Service via safeguarding.training@nottscc.gov.uk or 0115 97 72253

- **Whole school training**: to be refreshed **within every three years** as agreed with the Nottinghamshire Safeguarding Children Board. This can be accessed via the Workforce Development Service via safeguarding.training@nottscc.gov.uk or 0115 97 72253. For all staff, additional to whole school training, they should receive safeguarding and child protection updates for example via email, e-bulletins and staff meetings), as required but **at least annually** to provide them with the regular skills and knowledge to safeguarding children effectively.
- Inter-agency training can be accessed via NSCB Training

- Face to face courses can be provided by the Lucy Faithfull Foundation
  The Lucy Faithfull Foundation has advised that they may only have a handful of courses during the year for delegates to enrol and the preferred option is hiring a trainer for the day (the safer recruitment training for one day is £800 at the time of writing plus additional costs if required). They suggest that one school hosts the event and the costs are shared between schools.

- On-line NSPCC safer recruitment training the cost of time of writing is £30 and the suggested time to take the course is four hours.

- Nottinghamshire County Council recently trained Head Teachers and Business Managers in June 2016 on ‘Safer Working’. These were well-received events with good feedback. It is envisaged that further training will be offered in the autumn. Expressions of interest can be made to Sophie Spencer, HR business support at sophie.spencer@nottinghamshire.gov.uk

Schools and Partnerships

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:-

- Designated Safeguarding Lead Forum: All schools (State, Academy, Independent and Boarding) are encouraged to become involved with the termly meetings which are held around the County and facilitated by the LADO Allegations Officer (SCiEO).
  - **Aim:** To raise awareness of local and national safeguarding practice and procedure, hear from guest speakers on specific areas of safeguarding and networking with other Designated Safeguarding Leads and safeguarding professionals.

- Parental E-learning (free): Child sexual Exploitation is a high profile issue. Secondary schools and Academies have been asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. PACE - Schools are asked to promote this learning with parents and carers. A template letter has been provided.

  - **CSE/Pint Size Theatre:** widely acclaimed by both teachers, pupils, parents and carers in the secondary sector the theatre is touring again, from 17 November 2016 – through to 24 March 2016, with LUVU2, a production and workshop tackling the issue of child sexual exploitation. Each state funded secondary school can access one free performance (approximately 100-120 pupils) with the option of purchasing an additional one for £495. It is targeted at Year 9 and above. Book through Ian Court, Company
Staff supervising the sessions should have undertaken safeguarding training, ideally CSE training.

Forty-one schools engaged with Pintsize during 2015/16 so there is still room for fuller access and participation. During the three years this has been running however we have engaged with nearly 18,000 children have joined in as well as 1200 professionals.

“…It was the first time I have had the opportunity to watch it and I was thoroughly impressed. Not only is it current, brilliantly acted out and creatively staged but it tackled, with an honest and openness, a topic that so many of our students are finding themselves involved in to a degree. The students were completely absorbed and very responsible to the session and I know that many of them have reflected on the issues raised.” (County school)

- **UCreate**: we recognise that CSE is a concern for younger children and for children with additional learning needs with there being a lack of age appropriate resources targeted at these groups. A partnership between the NSCB partners and Ulster TV are supporting schools in raising awareness on child sexual abuse, the dangers of sharing images and online safety. The project will target all primary schools (years 5 and 6) and secondary schools (year 7 and 8) including special schools. There will be a ‘competition’ between schools to create an empowering 60-second radio commercial. Access will be provided to a ‘ucreate’ learning platform that will provide schools with the resources needed for pupils to create their commercials. The project launches on 5 September 2016 until November 2016. This will give schools 10 weeks to create and record a radio commercial raising an awareness around child sexual abuse, dangers of sharing images and online safety.

This is a free and exciting opportunity for your school – further details will be provided at the start of the autumn team. You can register your school online at: [www.u-create.net/register-4-ucreate/](http://www.u-create.net/register-4-ucreate/) or contact Rachel at the ucreate team to register your school tel: 01925 251876 email: Rachel.white@wirelessgroupplc.co.uk

- **NSPCC Speak out. Stay safe. Programme** is provided free of charge by the NSPCC. The programme aims to support children to gain an understanding of abuse in all its form (including bullying) and an ability to recognise the signs of abuse; protect themselves and know how they can get help. The delivery model is in two stages. Assemblies are delivered to key stage 1 and key stage 2 pupils, separately in an age appropriate way, to inform children of the different types of abuse and where they can go to seek help. The second stage, which happens approximately 1-2 weeks later is an interactive classroom based-workshop for year 5 and 6 pupils to reinforce the assembly messages and encourage discussion and questions. The programme is delivered by trained staff and volunteers from the NSPCC, all with enhanced DBS checks. Contact for this service is through Emma Grishin NSPCC Schools Area Coordinator email:- egrishin@NSPCC.org.uk or Tel: 07976 065034.
The NSPCC is also hoping to deliver workshops to parents in schools in relation to understanding how their children can use the internet safely. Further details will be provided once known.

- **E-learning for Professionals:** this basic course is recommended for anyone who comes into contact with any child or young person and aims to raise awareness of vulnerability factors in order to assist with early intervention and prevention. http://nottinghamshirescb.safeguardingchildrenea.co.uk/

- **Local Authority Anti Bullying Coordinator:** Lorna Naylor provides advice and support to schools regarding anti bullying, cyber bullying and online safety - Tel: 0115 8040808 e-mail lorna.naylor@nottscc.gov.uk

- **Local Authority Physical Intervention Coordinator:** Jon Glover provides advice and guidance on the use of reasonable force and physical intervention – Tel: 0115 8040810 email: jon.glover@nottscc.gov.uk

**OTHER KEY INFORMATION**

**Serious Case Reviews and Safeguarding Audit learning**

Research and Serious Case Reviews have repeatedly shown the dangers of professionals failing to take effective action.

Poor practice includes: *Failing to recognise, act on and refer the early signs of abuse and neglect, training not impacting on practice; poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.*

Schools need to continue to learn from Serious Case Reviews (SCRs) or Learning Reviews, both nationally and locally. Learning is disseminated locally via the NSCB, the Designated Person’s Forum, What’s new in Safeguarding or via e-mail from key professionals.

**NSCB audit of child sexual exploitation (CSE) multi-agency arrangements**

The Nottinghamshire Safeguarding Children Board has recently conducted a multi-agency audit into CSE which schools contributed to.

The findings from the audit were positive with improvements in practice across all key areas of identification, response, engagement and reduction in levels of risk. Communication and information sharing between agencies continues to be important as does the early identification of concerns or risk about individual children.
Schools continue to be a key partner in identifying children who are at risk of or being exploited. Through their feedback into the audit schools were positive about the quality of multi-agency working.

The holding of the CSE strategy meeting continued to be linked to those cases graded good.

Child F’s mother felt that everyone was really supportive and answered all her questions and this reassured her as well as the fact that the school were very much involved and “keeping an eye (on child)”

Schools are reminded that if they are unhappy with the handling of the child’s case by CSC or other agencies that they should escalate this through the NSCB escalation process. Initially this means that staff should challenge through the line management structure and not be too passive.

**Ofsted**

Ofsted use Keeping Children Safe in Education as a guide when inspecting schools. Ofsted have updated the guidance for inspectors undertaking safeguarding in early years, education and skills settings. The changes appear to correlate to KCSiE (2016), the document and a summary of the changes are available here [Inspecting safeguarding in early years, education and skills - Publications - GOV.UK](#)

**Additional Appendices to the Whole School Child Protection Policy**

For 2016 we have included additional appendices on Peer on Peer Abuse; Youth Produced Sexual Imagery (Sexting); Online Safety; Children Missing from Education; Transportation of Children by Parents and Photographing and Videoing and Children. Peer on peer abuse, sexting and online have been included in relation to the current changes to KCSiE 2016 and further guidance provided. Ofsted are clear that schools should have procedures and policies in place in relation to children missing from education. Transporting of children by parents and the photographing of children have been included due to schools having queries in these areas.

**Children Missing Education**

A reminder to schools that children missing education is an important safeguarding issue. It is important to ensure that children’s life chances are not impacted upon by them not receiving their full entitlement to education or not accessing education at all and then potentially falling through the net and coming to harm. Schools should therefore ensure that they make every effort to know the destination school for any child leaving their school. If this isn’t known then they should refer the child to the Children Missing Officer Glen Scruby [Missing.CME@nottscgcsx.gov.uk](mailto:Missing.CME@nottscgcsx.gov.uk) / 0115 8041045 as per the chart on the following link. [School Attendance Flow Chart](#) Similarly if a child is due to start at your school but
doesn’t arrive this should also be followed up so that the relevant professionals are aware of the location of the child.

**Alternative School Placements/Arrangements**

Please note: where pupils regularly attend another institution or alternative education provider for all or some of their provision, schools should ensure that effective procedures for safeguarding are in place.

**Nottinghamshire Safeguarding Board Education Audit 2016/17 (previously known as the Governor Compliance Checklist)**

The Nottinghamshire Safeguarding Children Board (NSCB) and the Local Authority are monitoring compliance of schools safeguarding responsibilities through the annual audit which is carried out during the autumn term. This is now a joint exercise between both bodies to ensure that the NSCB has a fuller picture in terms of the safeguarding within schools. The checklist must be completed by ALL schools/academies/colleges and returned to philip.walmsley@nottscc.gov.uk by no later than 16 December 2016. A report will be presented to the NSCB during 2017 but please note that not identifying information will be contained within the report.
Introduction

Attached is a template to update your whole school policy for child protection and safeguarding, replacing the version issued during the summer of 2015. The main amendments have been in response to revisions to both national and local policy and procedures and is therefore compliant with the Nottinghamshire Safeguarding Children Board (NSCB) procedures.

This section also includes information about record keeping and the importance of it.

Whole School Policy – Guidance notes

A whole school policy template, including various appendices is provided for schools to adapt and personalise for its own use. Please note that during inspections Ofsted have at times found policies which have not been personalised and on occasions have the name of other schools contained within!

Schools do not have to use this template as long as whatever is produced is in line with safeguarding requirements and key legislation and guidance.

It is advised that the whole school child protection policy is accessible to staff, parents and anyone who uses the school and is user friendly and robust. We suggest that a copy is published on the schools website and a link highlighted within the schools admissions brochure.

This section will provide more details on a number and type of appendices, with particular reference to the content and storage of information of children who may be identified as vulnerable.

Templates and Appendices

The aim of the template is to support the application of a whole school policy:

FILES, RECORDING AND AUDITING

Main School File and the ‘Concern file’
The main school file is the standard pupil file which would be the initial repository for information about any pupil.

A ‘concern’ file (often known as a child protection file) should be commenced in the event of:

- A referral to children’s social care.
- A number of minor concerns on the child’s main school file which increase the level of concern/risk.
- Any child open to social care ie Child Protection (CP)/ Children in Need (CiN)/Looked After Children (LAC).

The decision to commence a concern file rests with the designated safeguarding lead.

The establishment of a ‘concern’ file, which is separate from the child’s main school file, is an important principle in terms of storing and collating information about children. The information may relate 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 linked to ordinary life events. It needs to 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, ie a child subject to a child protection plan, looked after or child in need 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 clear links between pastoral staff and designated safeguarding leads in school will be needed.

Having too low a threshold for a concern file may be as problematic as having too a high a threshold.

It is suggested that within a child’s ‘concern’ file there is a:

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

Please note that whilst the particular ‘name’ given to the file, ie concern or child protection, is a matter for the school, using the term child protection may give the impression that this just relates to child protection issues when this should not be the case if we consider the broader safeguarding remit.

**Recording on a Child’s File**

The importance of clear and concise recording on a child’s file cannot be underestimated and there is guidance in the appendices of the whole school policy. It is important that
staff understand why accurate and quality records are important and why relevant information should be shared between professionals.

Where a separate concern (formerly child protection) file is maintained, it is important that the child’s main file notes this through a red C written on the top right hand corner of the file. Another type of coding can be used as long as it is widely known and understood within the staffing group and consistently used.

It is also important for schools to recognise that their files will be subject to external scrutiny, for example through the Serious Case Review process or Ofsted.

**Access to a Child’s File**

Pupils have a right to access their educational record and so do their parents under the Education (Pupil Information) (England) Regulations 2005. Under the Data Protection Act 1998 a pupil or their nominated representative has a right to see information held about them. This right exists until the point that the file is destroyed. This includes access to the Concern File. However, in deciding what information to supply in response to a Subject Access Request, Schools need to have regard to the general principles about exemptions from subject access. Examples of information which (depending on the circumstances) it might be appropriate to withhold include:

- information that might cause serious harm to the physical or mental health of the pupil or another individual;
- information that would reveal that the child is at risk of abuse, where disclosure of that information would not be in the child’s best interests;
- information contained in adoption and parental order records; and certain information given to a court in proceedings concerning the child.

Schools should also be mindful to consider third party information. Records such as health and social care records should not be shared without the originators permission.

**Case Record Audit**

We continue to encourage all schools to complete the annual case record audit which was included in the Governor Compliance Checklist Audit/NSCB Section 11 Audit for 2015/2016 and will remain ‘good practice’ for 2016/17. This guidance arose out of a local serious case review.

**Transfer of Concern/Child Protection File**

Where children leave the school or college they should ensure their concern/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good...
practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place.

Schools do not have to keep a copy of any records in the pupil record except if there is any ongoing legal action when the pupil is leaving/transferring to another School. A child being on a Child Protection Plan could also be considered as ‘legal ‘action’. Custody of and responsibility for the record passes to the School that the pupil transfers to. If the School do choose to keep a copy of the file this would need to comply with any retention policy the School has.

 Contacts
If you have any queries regarding the attached policy templates please contact:

 Eva Callaghan  
LADO Allegations Officer  
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Or Team Administrator: philip.walmsley@nottscc.gov.uk

Terri Johnson  
Service Manager, Safeguarding Children (Strategic)  
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NG2 7QP  
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e-mail: terri.johnson@nottscc.gov.uk
WHOLE SCHOOL POLICY FOR CHILD PROTECTION TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN
INTRODUCTION

(School/Academy/College Name) recognises its responsibilities for safeguarding children and protecting them from harm.

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

Date of last review:

Date of next review:

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<th>Name</th>
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<td>Designated Governor for Child Protection</td>
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<td>Designated Safeguarding Lead</td>
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<tr>
<td>LA Child Protection Contact/LADO</td>
<td>Eva Callaghan or covering LADO</td>
<td>0115 8041272</td>
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<td>MASH (Multi-agency Safeguarding Hub)</td>
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<td>0300 500 80 90</td>
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School/Academy/College (delete as appropriate)

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

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school/college/academy safeguarding and child protection policy.
These duties and responsibilities, as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2016 and HM Working Together to Safeguard Children 2015 are incorporated into this policy.

SAFEGUARDING

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children’s health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes Working Together to Safeguard Children 2015 (page 6).

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

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

- Pupils’ health and safety and well-being, including their mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

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

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

Our (school/academy/college) 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 decided what action to taken in conjunction with the designated safeguarding lead. Although any staff can make a referral to children’s social care. Where a child is identified as being in immediate danger then there should be no delay in a member staff reporting the concerns directly to children’s social care or the policy as required.

The designated safeguarding lead or headteacher who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

**The Policy**

**There are five main elements to our policy:**

• Providing a safe environment in which children can learn and develop.
• Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
• Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
• Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
• Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.
We recognise that because of the day to day contact with children, school/academy/college staff are well placed to observe the outward signs of abuse. The school/academy/college will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are trusted adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the PSHE or SRE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
  - availability of local and online advice
  - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
  - developing healthy relationships and awareness of domestic violence, bullying and peer on peer abuse
  - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2016 Page 40), and the NSCB Local Inter-agency Procedures.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.
We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2016 to:

- Ensure we have a designated safeguarding lead and a deputy safeguarding lead for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- 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 designated safeguarding lead (and their deputy) responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead or to children’s social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in it.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children’s Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a 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 than vulnerable than others, which included children with special educational needs and or disabilities. The school will endeavour to support the pupil through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children’s Social Care (in line with the Pathway to Provision), 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 or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child’s social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised.

**Safe Staff and Supporting Staff**

- Safer recruitment processes will be followed in accordance with NCC HR Guidance found on the schools portal (if schools have bought in to the service) and from DfE Keeping Children Safe in Education 2016.
- Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct. This includes contact between staff and pupils outside the work context.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the designated safeguarding lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and HR colleagues.
- Staff may find some of the issues relating to child protection 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 SCiEO/LADO and NCC HR where appropriate to the leadership team.
Links to other Local Authority policies

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

- Accessibility Plan
- Anti-Bullying
- Attendance Policy
- Behaviour Principles Written Statement
- BME and Equality
- Central Record of Recruitment and Vetting Checks
- Complaints Procedure Statement
- Cyber –bullying  [for 2016 Online Safety Policy to be]
- E Safety Policy  [available for the autumn term]
- Freedom of Information.
- Female Genital Mutilation (FGM)
- Radicalisation – Prevent duty
- Health and Safety Disability Equality Action Plan
- Home-school Agreement Document
- Physical intervention/positive handling
- Register of Pupil Attendance
- School Access Policy
- School Behaviour
- Sex education
- Special Educational Needs
- Staff Behaviour (Code of Conduct policy)
- Staff Discipline, Conduct and Grievance ( procedures for addressing)
- Schools information published on a website
- Whistle Blowing Policy

All Agencies

- *Pathway to Provision (NCC)*
- *Guidance where children are at risk of missing education*
- Escalation policy (NCC)
- *Interagency Safeguarding Children Procedures of the NSCB*
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Appendix 1

Roles and Responsibilities

Everyone

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

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

All our staff are aware of the early help process and understand their role in this, this includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding lead and understand they may be required to support other agencies and professionals in assessments for early help.

All our staff are aware of systems within insert name of school/college/academy and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the designated safeguarding lead and Keeping Children Safe in Education Part One. Our school/college/academy utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information [see Appendix 13, if your establishment does not use this checklist then delete this statement]

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

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

All our staff know what to do if a child is raising concerns, disclosures of abuse and neglect. Staff will maintain a level of confidentiality whilst liaising with the designated safeguarding lead and children’s social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.
Teachers (including NQTs) and Headteachers – Professional duty

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

Designated Safeguarding Lead

We have a designated safeguarding lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. This 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 designated safeguarding lead when they are not available. Our deputy safeguarding lead has received the same training as our 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 designated safeguarding lead in managing referrals, attending Child Protection Conferences and supporting the child/children.

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

The Designated Safeguarding Lead is expected to:

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

- **Work with others**
  - Liaise with the headteacher/principal (where the designated safeguarding lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
  - Liaise with the case manager and the LADO 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 2015.

• 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 designated safeguarding lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
• The training undertaken should enable the designated safeguarding lead to:
  ▪ understand the assessment process for providing early help and intervention through the Pathway to Provision, EHAF and the Early Help Unit.
  ▪ Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
  ▪ Ensure that each member of staff has access to the child protection policy and procedures
  ▪ Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers
  ▪ Be able to keep detailed, accurate, secure written records of concerns and referrals.
  ▪ Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
  ▪ Encourage a culture of protecting children; listening to children and their wishes and feelings.

• Raise awareness

• Ensure that the child protection policies are known, understood and used appropriately
• Ensure that the child protection policy is reviewed annually, procedures and implementation are updated and reviewed regularly and work with governing bodies regarding this
• 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 make parents/carers aware that referrals may be made about suspected abuse or neglect
• Liaise with the NSCB and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.
• Child protection file
  
o The designated safeguarding lead is responsible for ensuring that where children leave the school or college their child protection file is transferred to the new school or college as soon as possible.

• Availability
  
o During term time the designated safeguarding lead (or a deputy) are 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 for any out of school hours activities.

Headteacher

The headteacher of the school will ensure that:

• The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
• Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
• All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
• The headteacher will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, NCC HR Contact between Staff and Pupils Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education guidance 2016, part one, as a minimum.
• The headteacher will ensure there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2016.

Governing Body

The governing body (and proprietors) 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 within the school.
• Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2015) as well as with local NSCB guidance and monitor the school’s compliance with them.
• Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child’s welfare
• Recognising the importance of information sharing between agencies. Ensuring cooperation with the local authority and other safeguarding partners.
• Appointing a designated safeguarding lead from the leadership team to take lead responsibility for safeguarding and child protection and a designated teacher for looked after children, who is appropriately trained.
• Ensuring that all staff read at least part one of Keeping Children Safe in Education 2016 and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in part one.
• Ensuring that the governing body is collectively responsible for the school’s safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
• Ensuring there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refresher training at three yearly intervals. The designated safeguarding lead should receive refresher training at two yearly intervals.
• Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated in 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 that there are procedures in place to manage allegations against staff. Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
• 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 to help prevent the risks of their going missing in future.
• Ensuring that appropriate filters and monitoring systems are in place to protect children online.
• Ensuring that children are taught about safeguarding online through teaching and learning opportunities.
• Ensuring that peer on peer abuse is included in safeguarding child protection policy, sexting and the schools response is included and different gender issues that are prevalent in peer on peer abuse.
• Giving staff the opportunities to contribute and shape safeguarding arrangements and 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.
• Ensuring at least one person on any appointment panel has undertaken safer recruitment training.
• Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

**Looked After Children – the role of Designated teacher (maintained schools and academies / good practice others) and the Designated Safeguarding Lead**

• A teacher is appointed who has responsibility for promoting the education achievement of children who are looked after. They have the appropriate training. The designated teacher will work with the Virtual School Head 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 and we need to ensure their ongoing safety as well as supporting their education and development by linking with the designated safeguarding lead, their social worker and parents where appropriate.
Appendix 2

Identifying Concerns

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

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

Staff who regularly come into contact with children are aware of the DfE guidance What to do if you’re Worried a Child is Being Abused

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

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

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

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

*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.

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

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

*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.

*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.

**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.

**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. Where possible a discussion will take place with the 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. In this case a referral will be made by the member of staff if required, with the designated safeguarding lead being informed of the referral.

Our staff recognise that children are vulnerable to abuse by their peers. Such abuse will be taken seriously by staff and will not be dismissed.

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, eg 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. CSC 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 will never attempt to carry out an investigation of suspected abuse by interviewing the child or any others involved.**
Appendix 3

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 designated safeguarding lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a ‘need to know’ basis.

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

DfE guidance See also the NSCB guidance.
Appendix 4

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, eg 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 (or a similar and consistent coding).

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.
It is also true that without information being recorded it can be lost; this could be crucial information, the importance of which is not 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 concern file**

The establishment of a ‘concern’ 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 needs to 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 ie 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 ‘concern’ 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 ‘concern’ 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 records of concerns about children even where there is no need to refer the matter to MASH/Children’s Social Care (or similar) immediately but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the 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 concern file can be active or non-active in terms of monitoring ie 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 they should ensure their concern/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place. There should be a smooth and safe transition for the child.

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 as guidance which include a file front sheet, chronology, record of concern and a body map.

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 document.

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

The designated safeguarding lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.
## Appendix 5

### INFORMATION/FRONT SHEET

<table>
<thead>
<tr>
<th>Name:</th>
<th>DOB:</th>
<th>Class/Form:</th>
<th>Ethnicity:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Home Address:</th>
<th>Telephone:</th>
</tr>
</thead>
</table>

**Status of file and dates:**

- **OPEN**
- **CLOSED**
- **TRANSFER**

**Any other child protection records held in school relating to this child/child closely connected to him/her?**

- **YES/NO**

**WHO?**

### Members of household

<table>
<thead>
<tr>
<th>Name</th>
<th>Age/DOB</th>
<th>Relationship to child</th>
<th>Home work</th>
<th>Contact No</th>
</tr>
</thead>
</table>

### Significant Others (relatives, carers, friends, child minders, etc)

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to child</th>
<th>Address</th>
<th>Tel No</th>
</tr>
</thead>
</table>

### Other Agency Involvement

<table>
<thead>
<tr>
<th>Name of officer/person</th>
<th>Role and Agency</th>
<th>Status of Child ie EHAF/CPP/LAC/CIN</th>
<th>Tel No</th>
<th>Date</th>
</tr>
</thead>
</table>
Appendix 6

Chronology

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).

<table>
<thead>
<tr>
<th>Name:</th>
<th>DOB:</th>
<th>Form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Information/Details of concerns or contact</td>
<td>Print Name and Signature</td>
</tr>
</tbody>
</table>

CONFIDENTIAL
# Appendix 7

## Logging a concern about a child’s safety and welfare

### Part 1 (for use by any staff)

<table>
<thead>
<tr>
<th>Pupil’s Name:</th>
<th>Date of Birth:</th>
<th>FORM:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and Time of Incident:</td>
<td>Date and Time (of writing):</td>
<td></td>
</tr>
</tbody>
</table>

**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 has 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 pass this form to your Designated Safeguarding Lead**
### Part 2 (for use by the Designated Safeguarding Lead DSL)

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

Signed

Printed Name
## Appendix 8

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

<table>
<thead>
<tr>
<th>Pupil’s Name:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and Time of Incident:</td>
<td>Date and Time of receipt of information:</td>
</tr>
<tr>
<td>Via letter / telephone etc?</td>
<td></td>
</tr>
<tr>
<td>Recipient (and role) of information:</td>
<td></td>
</tr>
<tr>
<td>Name of caller/provider of information:</td>
<td></td>
</tr>
<tr>
<td>Organisation/agency/role:</td>
<td></td>
</tr>
<tr>
<td>Contact details (telephone number/address/e-mail)</td>
<td></td>
</tr>
<tr>
<td>Relationship to the child/family:</td>
<td></td>
</tr>
<tr>
<td>Information received:</td>
<td></td>
</tr>
<tr>
<td>Actions/Recommendations for the school:</td>
<td></td>
</tr>
<tr>
<td>Outcome:</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td>Date and time completed:</td>
<td></td>
</tr>
<tr>
<td>Counter Signed by the Designated Safeguarding Lead</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Date and time:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9

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, eg 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 eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg 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: ________________
### Appendix 10

**Safeguarding Children Data Base (blank template)**

<table>
<thead>
<tr>
<th>Name of Child</th>
<th>DOB Form</th>
<th>Home Address</th>
<th>Parents/carer contact details</th>
<th>Name of Social worker and contact details</th>
<th>Other Agencies</th>
<th>Type of Plan</th>
<th>Dates of: Conferences, Reviews and Meetings</th>
</tr>
</thead>
<tbody>
<tr>
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<td>SEN</td>
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</table>

2016 Whole School Child Protection Policy and Templates Revised Oct 2016.docx
<table>
<thead>
<tr>
<th>Name of Child</th>
<th>DOB</th>
<th>Form</th>
<th>Home Address</th>
<th>Parents/carer contact details</th>
<th>Name of Social worker and contact details</th>
<th>Other Agencies</th>
<th>Type of Plan</th>
<th>Dates of: Conferences, Reviews and Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Smith</td>
<td>17-4-1999</td>
<td>7EJ</td>
<td>8 Fair Trade Trumpton Tel:-</td>
<td>Sue, Dave Green Tel:- mobile</td>
<td>Andrew Jones Sir John R Way Tel: 0115 843564</td>
<td>Lucy Grey EP Tel: 01623 433433  John Newton ISS Tel: 01623 433433</td>
<td>Child Protection</td>
<td>ICPC 28-6-2010  RCPC 15- 12 2010  Core group Mtgs 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010</td>
</tr>
<tr>
<td>Amy Plant</td>
<td>14-10-1999</td>
<td>8PT</td>
<td>9 Lovely Day Rd Camberwick Green Tel:-</td>
<td>Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-</td>
<td></td>
<td>Jane Forbes EWO Tel:01623 4334332 Julie Walters S Nurse Tel: 0115 954335</td>
<td>Child Protection</td>
<td>ICPC 12-11-2009  RCPC 23-3-2010  CiN 12-5-2010  21-7-010</td>
</tr>
</tbody>
</table>
### School Safeguarding Action Plan

#### Name of School:

**Completed by:**

**Aim:** Enable the school to carry out their functions with a view to safeguarding and promoting the welfare of children. The following safeguarding areas have been highlighted for improvement:

<table>
<thead>
<tr>
<th>Safeguarding Area</th>
<th>Safeguarding Requirement</th>
<th>Response</th>
<th>Action Taken</th>
<th>By Whom and Timeline</th>
</tr>
</thead>
<tbody>
<tr>
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Appendix 12

Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year.

Auditing your school's record keeping.

Good record keeping is not bureaucracy it is safeguarding!

Background: Recent serious case reviews and domestic homicide reviews in Nottinghamshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the head teacher, deputy head teacher, designated safeguarding lead or their deputy, lead governor for safeguarding or any combination of these people.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.
**Checklist:**

To guide an audit of ‘concern files’ this checklist will help to identify key issues.

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>Follow up action/further information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the child’s main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the concern file have an up-to-date and accurate ‘Front Sheet’ giving basic factual information about the child and family?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child’s main pupil file and then transferred when the threshold for concern is reached and a ‘concern file’ is opened.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have staff made use of the ‘logging a concern’ template or a similar school template to help them record issues?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there evidence that the school’s Designated Safeguarding Lead has reviewed the file and discussed the child with relevant staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an EHAF or referral to another agency. Have these actions been</td>
<td></td>
<td></td>
</tr>
<tr>
<td>followed through?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>If meetings relating to the child and their family have been called did school:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) send a report if requested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) send a representative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) receive minutes of the meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) complete any actions they were assigned by the meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v) ensure that other key people in school were aware of any important issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has ‘moved in’ recently and one who has ‘moved out’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) If the pupil concerned has transferred in from another school is there evidence that the designated safeguarding leads from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) For a pupil of concern who moved out recently did the designated safeguarding lead make contact with the new designated safeguarding lead at the new school? Is there a note to that effect? Was the pupil’s concern file delivered to the new school? Is there evidence that the file was received?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning from the audit**

An audit such as this is not intended to be a ‘box ticking exercise’. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the school’s normal staff training or briefing routes.
Appendix 13

Induction Checklist for Safer Recruitment

Induction of Staff - 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.

<table>
<thead>
<tr>
<th>Induction of Staff – Checklist for Safeguarding</th>
<th>Date</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employee informed that the senior designated safeguarding lead in school is .................................................................</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>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</td>
<td></td>
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</tr>
<tr>
<td>3. Advised of and discuss the following school policies, covering the agreed procedures and expectations of staff under each one:</td>
<td></td>
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</tr>
<tr>
<td>- Employee Code of Conduct (including the mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty)</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>- Whistleblowing and Confidential Reporting Policy</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>- Anti-bullying</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>- Anti-racism</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>- Homophobic and Transphobic</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>- Physical intervention</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>- School IT Policy, Internet safety (including Social Media and Internet Usage Policy))</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>- Whole schools child protection policy including appendix templates</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>- Allegations of abuse made against teachers and other staff – school/LA policies Included in the School Disciplinary Procedure</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>- Guidance on Visitors, including VIPs, to schools</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>- Any other relevant policy as determined by the head teacher, governing body or DfE:(add your school list here)</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Induction of Staff – Checklist for Safeguarding</td>
<td>Date</td>
<td>Check</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 4. Advised of and discuss all **statutory** guidance for schools and the responsibility of staff within them.  
  - “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”)  
  - Working Together to Safeguard Children (latest edition)  
  - Dealing with Allegations of Abuse made against Teachers and other Staff. (Part 4 of the latest edition of KCSiE)  
  - DBS process  
  - Disqualification under the Childcare Act 2009 – explanation of ongoing responsibility to self-report to head teacher where circumstances change, including “by association”. | | ☐ |
| 5. Advised and discussed the Nottinghamshire and Nottingham City Safeguarding Children Boards’ Safeguarding Children’s Procedures and how they can be accessed at [www.nottinghamshire.gov.uk/nscb](http://www.nottinghamshire.gov.uk/nscb) | | ☐ |
| 6. Advised of and discuss the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the standards, 3rd bullet point) | | ☐ |
| 7. Arranged safeguarding training as detailed in Keeping Children Safe in Education (KCSIE) and the latest NSCB Training programme found at [www.nottinghamshire.gov.uk/nscb](http://www.nottinghamshire.gov.uk/nscb)  
  a) To Include Whole School Safeguarding training for all school staff and for any governor responsible for leading on safeguarding  
  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). | | ☐ |
| 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. | | ☐ |

**Date Checklist fully completed**

Head teacher/line manager’s signature:………………………… Date:…………………………

Employee’s signature: …………………………… Date:…………………………
Appendix 14

NSCB Safeguarding Children in Education Audit

This matter is being dealt with by:
Name: Terri Johnson / Eva Callaghan
Reference:
T 0115 8041272
E Philip.walmsley@nottscc.gov.uk
W nottinghamshire.gov.uk

For the attention of:
Head Teacher and Chair of Governors of all schools and academies in Nottinghamshire, including independent schools and alternative providers.

Re: Nottinghamshire Safeguarding Children Board (NSCB) Safeguarding Children in Education Audit.

This letter accompanies a copy of the Annual NSCB Safeguarding Children in Education Audit for 2016/17 (previously known as the Governor Compliance Checklist) as well as guidance notes to support its completion.

The checklist continues to be aligned with the Nottinghamshire Safeguarding Children Board (NSCB) audit of compliance with Section 11 of the Children Act 2004. That legislation places a duty on key people and bodies to ensure that in discharging their functions they have regard to the need to safeguard and promote the welfare of children. Similar duties are placed on providers of education by The Education Act 2002 (Section 175) & The Education (Independent School Standards) Regulations 2014 (this includes Academies and Free Schools). These are referenced at paragraph 59 of the revised statutory guidance 'Keeping Children Safe in Education' KCSI published in May 2016.

The Nottinghamshire Safeguarding Children Board Audit is underpinned by Section 14B of the Children Act 2004 which requires organisations (including providers of education) to provide information requested by the Board in the exercise of its statutory functions. This is referenced in KCSI at paragraph 60.

We are seeking your support and co-operation in completing the checklist, the results from which will be provided in an anonymised report to the NSCB in 2017.

In order to complete the NSCB Safeguarding in Education Checklist you may find it helpful to consult KCSI 2016 which sets out what schools and colleges should do to safeguard children, explaining the legal duties which apply to schools and colleges. We have provided references to the relevant paragraphs within the audit questions and guidance.

Please note that the NSCB Safeguarding in Education Checklist should be signed off at the first full Governing Body or comparable meeting of the autumn term 2016 and recorded within the minutes. We are aware Ofsted have been verifying this during inspections.

The checklist also aims to be a helpful quality assurance tool to support your school in demonstrating that you have good safeguarding practice and procedures in place.
It would be appreciated if the completed audit can be returned, either by post to the LADO Allegations Officer at Meadow House, Littleworth, Mansfield NG18 2TA, or via an electronic or scanned copy to philip.walmsley@nottscc.gov.uk no later than **16th December 2016**

Should you have any queries please contact Phil Walmsley in the first instance on Tel: 015 8041272 and if he is unable to answer your query he will re-direct you.

With thanks and sincere best wishes

**Eva Callaghan**
LADO Allegations Officer

**Terri Johnson**
Service Manager, Safeguarding Children (Strategic) and Local Authority Designated Officer (LADO)

**Chris Few**
Independent Chair
Nottinghamshire Safeguarding Children Board (NSCB)
The Nottinghamshire Safeguarding Children Board (NSCB) and the Local Authority are monitoring compliance of school’s safeguarding responsibilities through the annual safeguarding audit which is carried out during the autumn term.

The guidance under which this audit must be conducted is referenced within the accompanying letter.

Please complete the following checklist and return it to the LADO Allegations Officer at Meadow House, Littleworth, Mansfield NG18 2TA or send a scanned copy to philip.walmsley@nottscc.gov.uk by no later than 16th December 2016.

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>Y</th>
<th>N</th>
<th>NEW</th>
<th>Q</th>
<th>To do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NB:</strong> KCSIE 2016 refers to the Department for Education Keeping Children Safe in Education 2016 Statutory Guidance. Section 11 refers to the Children Act 2004</td>
<td></td>
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<tr>
<td><strong>NB:</strong> The row with ‘E’ is an opportunity for supporting evidence to be provided.</td>
<td></td>
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<tr>
<td>1 GOVERNOR SAFEGUARDING LEAD: A member of the governing body has been nominated to take leadership responsibility for ensuring the school discharges its duties in relation safeguarding appropriately (KCSIE para 45/46)</td>
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<td><strong>E</strong></td>
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<tr>
<td>2 WHOLE SCHOOL CHILD PROTECTION POLICY: The school has in place an effective child protection policy that has been agreed by the governing body and is available to parents on request or published on school website. The policy should reflect NSCB guidance and be updated annually as a minimum (KCSIE para 47/48)</td>
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<td><strong>E</strong></td>
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</tr>
<tr>
<td>3 SAFEGUARDING POLICIES: All school staff (teaching and non-teaching) are aware of systems which support safeguarding and these are explained as part of staff induction. This includes: the child protection policy, the staff behaviour policy (code of conduct), the early help process (and understand their role in it) and the role of the designated safeguarding lead. Governing bodies/proprietors should ensure that all staff in their school or college read at least part one of KCSiE 2016 and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of KCSiE 2016. Copies of policies and part one of KCSiE should be given to staff at induction (KCSIE para 12/48)</td>
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<td></td>
<td>CHILD PROTECTION PROCEDURES: The child protection policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NSCB and be updated annually (as a minimum), and be available publicly either via the school or college website or by other means. The policies and procedures should be followed by all staff where there are cases of suspected abuse and neglect. (KCSIE para 49/50)</td>
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<tr>
<td>5</td>
<td>DESIGNATED SAFEGUARDING LEAD: There is a designated safeguarding lead (a senior member of staff from the school or college leadership team) to take lead responsibility for safeguarding and child protection. This is explicit in the role-holders job description. There is at least one deputy designated safeguarding lead and they must be trained to the same standard as the designated safeguarding lead. The designated safeguarding leads liaise with the LA and other agencies (para 8 &amp; 52 + Annex B)</td>
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<tr>
<td>6</td>
<td>COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD (New): During term time the designated safeguarding lead and or a deputy are always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. There is adequate and appropriate cover arrangements in place for any out of hours/out of term activities. (para 8 &amp; 52 + Annex B)</td>
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<tr>
<td>7</td>
<td>DESIGNATED SAFEGUARDING LEAD TRAINING: The designated safeguarding lead and deputies undergo formal training every two years. In addition to this formal training their knowledge and skills should be updated at least annually. Dates of designated safeguarding lead training: Designated Safeguard Lead Deputy Deputy (if applicable)</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>CHILD PROTECTION TRAINING: All staff members have received appropriate child protection training (updated three yearly). This should include the warning signs that a child may be at risk of CSE, forced marriage, honour based violence, domestic abuse and advice on the process to follow should warning signs be identified. For new and temporary staff this includes child protection awareness training by the Snr designated person as part of their induction or within 6 weeks of taking up post. There is opportunity for staff members to receive safeguarding and child protection updates at least annually. There is opportunity provided to staff to contribute to safeguarding arrangements and child protection policy. (KCSIE para 64 to 66) Date of whole school training:</td>
<td></td>
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</tbody>
</table>
### 9 CONCERNS ABOUT PRACTICE/WHISTLE BLOWING:
There is a culture that all staff should be able to raise concerns about poor or unsafe practice and that concerns will be taken seriously by the leadership team. Appropriate whistleblowing procedures are reflected in staff training and staff behaviour polices are in place for staff to raise concerns about safeguarding practices. (KCSIE para 32/33/34)

### 10 LOOKED AFTER CHILDREN:
Appropriate staff have the relevant information regarding a looked after child. There is a designated teacher who has knowledge, skills and has received appropriate training to work effectively in this area. The designated teacher works with the virtual school head to discuss how best to use the funding for the child. (KCSIE para 82/83/84)

### 11 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (New):
The child protection policy reflects the additional barriers for this vulnerable group (KCSIE para 85)

### 12 DISCRIMINATION:
Service is provided in a way that does not discriminate on the basis of race, religious belief, culture, sexual orientation, gender, age, disability or nationality. (NSCB Section 11 audit)

### 13 COMPLAINTS:
That there is a system in place for children and families to make complaints. (NSCB Section 11 audit)

### 14 SAFER RECRUITMENT:
A culture of safe recruitment is created as part of the adoption of safer recruitment procedures. There is a single central record that must include information on identify 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 should also include disqualification under the Childcare Act 2006 check, mental and physical fitness and that a staff Code of Conduct is adopted. Written recruitment and selection policies and procedures are in place. **New for 2016:** All maintained school governors have had an enhanced DBS check. (KCSIE para 71/83 onwards)

### 15 SAFER RECRUITMENT TRAINING:
Training has been completed as a minimum by (KCSIE para 72):
- Head Teacher on-line/attended course (please indicate)
- Nominated Governor on-line/attended course (please indicate)

### 16 MANAGING ALLEGATIONS:
Procedures are in place for dealing with allegations of abuse against members of staff and volunteers which complies with the DfE and NSCB procedures.
This includes having a named strategic lead. (KCSIE para 31, 73, & part 4)

17 MANAGING ALLEGATIONS against the Head: A member of the Governing body (usually the Chair) is responsible for responding & liaising with the local authority in the event of an allegation being made against the Head teacher. (KCSIE para 31,152 & part 4)

18 PHYSICAL INTERVENTION and the use of reasonable force (New):
The school has a behaviour policy which includes the use of reasonable force.
The school also has in place a physical intervention policy and procedures for recording of incidents; staff are trained in physical intervention and the head teacher monitors the use of physical intervention and reports to the responsible governor.

Number of restraints undertaken during the academic year 2015/2016

19 MISSING FROM EDUCATION: Staff are aware of, and follow, the procedure relating to children missing from education and missing from home or care. (KCSIE para 43 & Annex A) DfE School attendance DfE Missing from Home & Care

20 CHILD’S RECORD AUDIT: The Named Governor for child protection/safeguarding on behalf of the governing body confirms the school's maintains appropriate record keeping in relation to vulnerable children (child subject to child protection or child in need concerns and those who have Looked-After status) by conducting an audit of a sample of pupil files between the Spring and Summer term 2016. (Learning from Reviews)

21 SCR & learning: There is a process for gathering and applying learning from national and local serious case reviews (SCR), research & other reviews. (NSCB Section 11)

22 SPECIFIC SAFEGUARDING ISSUES: That governors and all staff are aware that there is specific guidance on a range of safeguarding issues which they can access. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. Staff are clear as to the school or college’s policy and procedures with regards to peer on peer abuse (KCSIE Para 41/42/43)

23 OPPORTUNITIES TO TEACH SAFEGUARDING:
<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>That children are taught about safeguarding (including online) through teaching opportunities (all schools) This may be through PSHE &amp; SRE (maintained) (KCSIE Para 41/42/43)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ONLINE SAFETY</strong> <strong>(New)</strong></td>
<td>Governing bodies and proprietors ensure appropriate filters and appropriate monitoring systems are in place. (KCSIE Para 67 and Annex C)</td>
</tr>
<tr>
<td><strong>CHILD SEXUAL EXPLOITATION</strong>: Does your school include age appropriate <strong>Child Sexual Exploitation</strong> (CSE) teaching within the PHSE/SRE curriculum? (please circle) <strong>Circle in which year</strong>: Year 5 Year 6 Year 7 Year 8 Year 9 Year10 Year 11 (KCSIE para 29)</td>
<td></td>
</tr>
<tr>
<td><strong>FEMALE GENITAL MUTILATION</strong>: That staff are aware of the issue and should use safeguarding procedures where suspected a child is at risk or been abused. Teachers are aware that they must personally report to the police cases where they discover an act of FGM appears to have been carried out <strong>(mandatory reporting duty)</strong>. (KCSIE para 17/42 to 43 &amp; Annex A)</td>
<td></td>
</tr>
<tr>
<td><strong>RADICALISATION</strong>: That school are aware of the DfE guidance and understand their responsibilities, and are active partners in preventing children being drawn into violence, responding to extremist or hateful views and identifying children at risk and working with colleagues to refer and work with partners. (KCSIE para 41 to 43 &amp; Annex A)</td>
<td></td>
</tr>
<tr>
<td><strong>BULLYING</strong>: <strong>DfE bullying guidance</strong> The school has an active anti-bullying policy, including cyber-bullying which is in line with the DfE guidance. This includes having a co-ordinator and named governor, monitoring and reporting to the Governors. (KCSIE para 41to43)</td>
<td></td>
</tr>
<tr>
<td><strong>WORK RELATED LEARNING (secondary)</strong>: That there is a named governor and member of staff with overall responsibility and that policies and procedures are up to date (annually). That school staff and volunteers who work with learners are aware of their responsibilities.</td>
<td></td>
</tr>
<tr>
<td><strong>SAFE ENVIRONMENT</strong>: Designated areas for children are safe &amp; suitable. (NSCB Section 11 audit)</td>
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</tr>
<tr>
<td><strong>PARTICIPATION</strong>: Children contribute to the planning, delivery and evaluation of services and their views make a difference. (NSCB Section 11 audit)</td>
<td></td>
</tr>
<tr>
<td><strong>FAMILY APPROACH (&quot;Think Family&quot;)</strong>: The school adopts a whole family approach in that any problems key carers are experiencing (eg. Domestic abuse, mental ill-health, drugs or</td>
<td></td>
</tr>
</tbody>
</table>
alcohol misuse) are seen in the context of the impact on the welfare of the children.” (NSCB Section 11 audit)

Please provide the name and job title of the Designated Safeguarding Leads within your school

<table>
<thead>
<tr>
<th>Designated Safeguarding Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Designated Safeguarding Lead</td>
</tr>
</tbody>
</table>

Name of Nominated Safeguarding Governor

(please print)………………………………………………….Signed………………………………………………………………Date………

Name of Chair of Governors

(please print)……………………………………………………Signed ………………………………………………………Date………

NOTE

- Please sign off at the Autumn Term 2016 full Governing body (or similar) meeting and ensure this is noted within the minutes of the meeting. (Ofsted will almost certainly ask for a copy of this audit during an inspection)
- Retain a copy for your own file
- Additional information or copies can be accessed through the Nottinghamshire Schools Portal Link: LA communities, safeguarding or on the NSCB website http://www.nottinghamshire.gov.uk/nscb/resources/for-schools
- Additional information regarding Safer Recruitment Practice or training should be sought through NCC Human Resources Services. Duty Tel:- 0115 9774433
- Safeguarding in Education training queries or requests should be made directly to NCC Learning and Workforce Development Service tel:- 0115 9772253 or safeguarding.training@nottscc.gov.uk

Thank you for your support and cooperation with this task.
NSCB Safeguarding Children in Education Audit for 2016/17
Schools are required to complete to the audit which is an amalgamation of the Governor Compliance Checklist and the NSCB Section 11 audit. This is to ensure that safeguarding arrangements are in place and to enable reporting to NSCB on safeguarding arrangements across the County.

For detailed guidance about all points please refer to the document:
DfE Keeping Children Safe in Education (May 2016) KCSiE 2016

EVIDENCE
The checklist continues to have an additional row for supporting evidence to be detailed. It is not mandatory for this section to be completed and returned but it would be good practice to do so. It will also be helpful for head-teachers to complete the audit in advance of any meeting with the Safeguarding Lead or Chair of Governors. Governors or management bodies should take an active role in understanding how these requirements or good practice elements are met. It will also be helpful to use as part of any Ofsted or other inspection.

COMPLIANCE
Generally most questions will have a yes or no response. For new questions however, where compliance is not yet achieved, there is an opportunity for the response to be ‘to do’. Clearly this should then result in activity or an action plan.

Q1 GOVERNOR SAFEGUARDING LEAD (KCSiE para 45/46)
Advice note: This is not a new question but has been updated to reflect changes in relation to Part One of KCSiE 2016 that there are mechanisms in place to assist staffs understanding so they can ‘discharge their role and responsibilities’ in relation to Part One. They must have regard to KCSiE 2016 to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Schools and colleges should have a senior board level (or equivalent) lead to take leadership responsibility for the organisation’s safeguarding arrangements

Governors are encouraged to attend the schools whole school twilight child protection/safeguarding training or inset training. Training for the Chair of Governors and Named Child Protection Governor will be provided on a termly basis at venues around the County.

Q2 WHOLE SCHOOL CHILD PROTECTION POLICY (KCSiE para 47/48)
Advice note: The school should have an effective child protection policy that has been agreed by the governing body and is available to parents on request or published on the school website. This policy should reflect the NSCB guidance and should be updated annually (as a minimum).

A revised model/ template policy with additional guidance and entitled ‘Whole School Policy on Child Protection’ is available on the School’s Portal and a copy is also on the NSCB website. NSCB Resources for Schools
Q3   SAFEGUARDING POLICIES (KCSiE para 12/49)

Advice note: This is not a new question but has been amended to include that all staff should be aware of the early help process and understand their role in it; further advice on the staff behaviour policy and that all staff should read at least part one of KCSiE 2016 and a copy given on induction.

All school staff (teaching and non-teaching) should be aware of the systems which support safeguarding and these should be explained as part of staff induction. This includes: the child protection policy, the staff behaviour policy (code of conduct) and the role of the designated safeguarding lead. The staff behaviour policy should now include acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

When drafting staff behaviour policy schools and colleges should bear in mind the offence under section 16 of The Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (eg teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is said to be consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

Q4   CHILD PROTECTION PROCEDURES (KCSiE para 49)

Advice note: The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NSCB and are updated annually (as a minimum), and be available publicly either via the school or college website or by other means.

Head teachers and principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

Schools, academies and FE Colleges are encouraged to adopt the Nottinghamshire Safeguarding Children Board Inter-agency Safeguarding Children Procedures NSCB safeguarding procedures

NB these procedures are available in electronic format only; we advise these should not be downloaded and printed off as they are regularly subject to change.

Q5   DESIGNATED SAFEGUARDING LEADS FOR CHILD PROTECTION (KCSiE para 8/52 + Annex B).

Advice note: There should be a designated safeguarding lead (a senior member of staff from the school or college leadership team) to take lead responsibility for safeguarding and child protection. This should be explicit in the role-holders job description. See Annex B of KCSiE for the broad areas of responsibility and activities. In a primary school this role is often undertaken by the head teacher.

There should be at least one deputy designated safeguarding lead and they must be trained to the same standard as the designated safeguarding lead. Whilst activities can be delegated, the ultimate lead responsibility for safeguarding and child remains with the designated safeguarding lead and this responsibility should not be delegated. The designated safeguarding lead and any deputy should liaise with the local authority and agencies in line with Working Together to Safeguard Children.
Q6 COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD
(KCSiE para 8/52+Annex B)
Advice note: This is a new question and clarifies the cover arrangements for the designated safeguarding lead. During term time the designated safeguarding lead and or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Training should be undertaken by those with designated safeguarding lead status before taking on the responsibility. See Annex B of KCSiE for further training requirements.

Q7 DESIGNATED SAFEGUARDING LEAD TRAINING  (KCSiE para 57/58 + Annex B)
Advice note: This question has been updated to reflect the requirement for the designated safeguarding lead to update their knowledge and skills at least annually (for example through e-bulletins or meeting other safeguarding leads, reading developments etc) to provide them with the knowledge and skills required to carry out the role. The more formal training should be updated every two years.

It is highly likely that the more informal updating of knowledge is already happening for example by attending the DSL Forum or reading articles. It might be helpful to keep a personal record of some of this activity.

Q8 CHILD PROTECTION TRAINING  (KCSiE para 64 to 66)
Advice note: This question has been updated to reflect the requirement for all staff members to receive safeguarding and child protection updates at least annually and to give staff the opportunity to contribute to and shape safeguarding arrangements and child protection policy.

All staff members should undergo safeguarding and child protection training at induction. In additional all staff members should receive regular safeguarding and child protection updates (eg. e-bulletins, staff meetings) at least annually.

Access to training

- **Safeguarding Children – The role of the Designated Safeguarding Lead.** This can be accessed via the Workforce Development Service via safeguarding.training@nottscc.gov.uk or 0115 9772253.

- **Inter-agency training ‘Working Together to Safeguard Children’** This is provided by the Nottinghamshire Safeguarding Children Board (NSCB), details of courses and seminars available can be found NSCB training

- **Whole school training.** This can be accessed via the Workforce Development Service via safeguarding.training@nottscc.gov.uk or 0115 9772253

Q9 CONCERNS ABOUT PRACTICE/WHISTLE BLOWING  (KCSiE para 32/33/34)
Advice note: This question has been amended to reflect staff training and behaviour policy. There should be a culture that all staff are able to raise concerns about poor or unsafe practice and that concerns will be taken seriously by the leadership team. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour polices should be in place to enable this. The policy should point staff to a member of the leadership team with whom they can raise concerns with and should also include reference to the NSPCC whistleblowing helpline for staff who do not feel they can raise concerns internally. Whistleblowing advice line | NSPCC
Q10  LOOKED AFTER CHILDREN  (KCSiE para 82/83/84)  
Advice note: This question has been amended to reflect the importance of the Designated Teacher for LAC linking with the Virtual School Head. Appropriate staff should have information they need in relation to a child’s looked after legal status; contact arrangements and PR, including the level of authority delegated to the carer by the local authority. The designated safeguarding lead should also have details of the child’s social worker and the name of the virtual head. The designated safeguarding lead should work closely with the designated teacher. The designated teacher will ensure that the educational achievement of children who are looked after is promoted and this person must have appropriate training.

The designated teacher should work with the virtual school head to discuss how pupil premium plus additional funding can be best used to support the progress of looked after children in the school. With the aim of meeting the needs identified in the child’s personal education plan.

Q11  CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES  (KCSiE para 85)  
Advice note: This a new question to reflect the additional safeguarding needs of this vulnerable group. The child protection policy should reflect the additional barriers that exist when recognising abuse and neglect. This can 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 disproportionally impacted by things like bullying, without outwardly showing any signs; communication barriers and difficulties in overcoming these barriers.

Q12  DISCRIMINATION  
Advice note: This question specifically arises from the NSCB Section 11 audit and seeks assurance that there is no discrimination and how equality is promoted.

Q13  COMPLAINTS  
Advice note: Similarly this is a specific NSCB question which seeks assurances that there is a system in place for children and families to have access to a complaints system. To have this demonstrates transparency and accountability and can build confidence with parents and children that concerns are taken seriously. As well as giving a voice to children and parents in the event of any potential wrong doing it can also be important for an organisation’s reputation.

Q14  SAFER RECRUITMENT  (para 71/83 onwards)  
Advice note: Safer Recruitment which is an integral part of safeguarding continues to remain high profile. Schools must create a culture of safe recruitment and adopt recruitment procedures that help deter, reject or identify people who might abuse or harm children. It is thus imperative that as part of a written recruitment and selection policy and procedure that all appropriate checks are carried out on staff and volunteers who work with children and evidenced through the maintenance of a single central record. KCSiE 2016 clarifies that anyone who is undertaking ‘teaching’ work has had a prohibition check eg in academies teaching can be undertaken by unqualified teachers and Prohibition Orders can be made on anyone not just qualified teachers.

Further advice and guidance is provided by Schools HR via the NCC Schools HR Duty Desk tel.: 0115 9774433 and on the School’s Portal. The Ofsted checklist which HR produced is a helpful audit tool against this broader question.

Q15  SAFER RECRUITMENT TRAINING  (para 72)  
Advice note: The School Staffing (England) Regulations 2009, Part One, paragraph 9 states that with effect from 1 January 2010 the governing body must ensure that at least one person on any appointment panel has undertaken safe recruitment training.
• Face to face courses provided by the Lucy Faithfull Foundation. **The Lucy Faithfull Foundation has advised that there will only be a handful of courses during the year and it is suggested that a trainer is hired for the day (approx. £800) which is shared with other schools.**

• On-line NSPCC safer recruitment training the cost of time of writing is £30 and the anticipated time to complete the course is four hours.

• Nottinghamshire County Council trained Head and Business Managers in June 2016 on ‘Safer Working’. It is envisaged that further training will be offered in the autumn; expressions of interest can be made to HR business support via sophie.spencer@nottinghamshire.gov.uk

**Q16 & Q17 MANAGING ALLEGATIONS (KCSiE para 31,152 & part 4)**

**Advice note:** This is another important area of safeguarding. There is a duty to fully investigate allegations and concerns about members of staff or volunteers. There must be procedures in place to do this which comply with KCSiE 2016 and also the NSCB procedures. The NSCB criteria is slightly different to the DfE guidance which recognises that personal concerns about those who work with children should be responded to. The NSCB procedures make it more explicit that concerns about a person’s private life can have implications for their work life for example if they download indecent images of children at home or there is domestic violence or their own children become subject to a child protection plan.

The procedures need to take into account the scenario where allegations are made against the head teacher. The Chair of Governors would generally be the lead governor if this arose and they would link to the local authority.

All allegations should be discussed with the Local Authority Designated Officer (LADO) on the day the allegation is made known to the school and advice sought from both LADO and HR Services.

**Q18 PHYSICAL INTERVENTION and reasonable use of force**

**Advice note:** This a new question that has arisen out of a number of allegations made against staff members relating to children being restrained. Under Section 93, Education and Inspections Act 2006 the head teacher is empowered to authorise suitable trained members of staff to use reasonable force in certain circumstances. Every school is required to have a behaviour policy which should be made known to staff, parents and children. The governing body should notify the head teacher that it expects the school behaviour policy to include reasonable force.

Head teachers have a responsibility to minimise the number of occasions in which children with challenging behaviour are exposed to unplanned forms of physical intervention, therefore it would be in the best interests of schools have a clear written policy in the use of restrictive physical interventions with children. There should be a procedure in place for recording incidents, the staff involved and parental contact. Physical restraints should be monitored by the head teacher and the responsible school governor.

Any policy on the use of reasonable force should include an acknowledgement of the schools legal duty to make reasonable adjustments for children with disabilities and children with special educational needs (SEN).

Nottinghamshire County Council have a sample physical intervention policy template for use by schools.

Jon Glover, Nottinghamshire County Council, provides advice and guidance on the use of reasonable force, including training. Contact Jon at Tel: 0115 8040810 or jon.glover@nottscc.gov.uk
Q19  MISSING FROM EDUCATION (KCSiE para 43 and Annex A)
Advice note: Missing from education continues to remain a high profile area of safeguarding which Ofsted are particularly interested in. It covers a number of different areas of ‘missing’ including those children who truant or are absent from school, those who run away from school and those who run away from home but this is hidden, those children who do not receive their full entitlement of education and those who may leave the school’s roll or as part of an admission plan do not arrive and their whereabouts are not known.

The government recently consulted on plans to amend regulations from September 2016, to improve information sharing between schools and LAs to help identify children missing education and help protect children from potential harm. KCSiE will be updated to reflect any changes that are made before 5 September 2016.

The current statutory guidance for school attendance and children missing from home or care can be found at DfE School attendance DfE Missing from home or care

The Local Authority produces an annual flow chart in the autumn term which highlights the areas of work this encompasses as well as contact details. The link to this guidance is available here Guidance for head teachers and business managers where children are at risk of missing education. Alternatively contact glen.scruby@nottscc.gov.uk.

Q20  CHILD’s RECORD AUDIT
Advice note: This question has been in the audit for three years now and arose because of learning from a domestic homicide in particular but has been a key feature in other reviews. The Named Governor for child protection/safeguarding confirms the school maintains appropriate record keeping in relation to vulnerable children (child subject to child protection or child in needs concerns and those who have Looked-After status). This can be ascertained by conducting an audit of a sample of pupil files between the spring and summer term 2016. Guidance and audit tools are available within the Whole School Policy template. The audit can be undertaken by the Headteacher, Deputy Headteacher, Designated Safeguarding Lead or Deputy Safeguarding Lead with the lead governor for safeguarding or any combination of these people.

It is not necessary for the Governor to read through all the documents and confidential records but to check that the school has in place appropriate recording practices and processes to keep children safe.

The aim of such an audit is to learn how effective school record keeping is in relation to children of concern. Lessons from the audit can then be fed back to all staff to improve future practice.

Safeguarding advice is to continue to complete this audit annually to demonstrate and evidence good quality safeguarding arrangements in place to maintain pupil records, especially in relation to child protection/confidential files.

Q21 SERIOUS CASE REVIEW AND OTHER LEARNING
Advice note: This question is explicitly linked to the NSCB Section 11 audit. It asks that schools have a means of linking to and gathering and applying learning from national and local reviews and implementing this learning. This can be via the LADO Allegations Officer’s e-mail updates or attending the designated person termly forums or attending the quarterly NSCB What’s new in Safeguarding training events etc.

Q22  SPECIFIC SAFEGUARDING ISSUES (KCSiE Para 41/42/43)
Advice note: This is not a new question and continues to highlight to governors that there are a realm of specific safeguarding issues which are highlighted within this section of
KCSiE which governors and the school need to be aware of and that they have the processes in place to respond to. **New:** However for 2016:

All staff should have an awareness of safeguarding issues - some of which are included in this audit. Staff should be aware that behaviours linked to eg drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.

**Q23  OPPORTUNITIES TO TEACH SAFEGUARDING (KCSiE Para 68)**

**Advice note:** This is not a new question but has been amended **New:** to include the opportunity to teach children about staying safe online. This question strengthens the onus on schools to be a key part of teaching children (age appropriately) about specific safeguarding issues. This does link to issues such as child sexual exploitation.

**Q24  ONLINE SAFETY (KCSiE Para 67/69)**

**Advice note:** **New:** This new question relates to schools and children safeguarding children from potentially harmful and inappropriate material when working online. Governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors is provided in Annex C. Schools should be careful not to over block however (Para 69) by putting unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

**Q25  CHILD SEXUAL EXPLOITATION (KCSiE para 42 and Annex A)**

**Advice note:** CSE continues to be a high profile area. This question seeks to understand what role schools are taking in teaching children about CSE in an age appropriate way. CSE is a significant national and local issue and it is recognised that we need to educate children about the dangers that exist both in the virtual world and the real world. CSE area is a priority for the NSCB and teaching through PSHE or SRE focusses on issues such as healthy relationships and consent. The local authority is supporting this work via a further tour of LUVU2 a theatre production by Pintsize for secondary schools. For further information contact Ian Court on 0115 8419853 or mobile: 07966 551964 or ian@pintsize theatre.co.uk. For primary schools work may be incorporated into the NSPCC sessions or through sessions with Lorna Naylor about internet safety. Ucreate will also be contacting primary and secondary schools about a competition to explore sexting and create a radio advert.

**Q26  FEMALE GENITAL MUTILATION (FGM) (KCSiE Para 17/42to43 and Annex A)**

**Advice note:** This is not a new question but has been amended to **New:** reflect the mandatory reporting duty for Teachers within KCSiE 2016. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) introduced a mandatory reporting duty for Teachers to report ‘known’ cases of FGM from 31st October 2015.

Teachers must personally report to the police cases where they discover an act of FGM appears to have been carried out. There would usually also be discussion with the designated safeguarding lead. The duty does not apply in relation to at risk or suspected cases (ie. where the teacher does not discover than an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence, but there is clearly an imperative to follow suspected abuse safeguarding procedures to help prevent abuse happening). Failure to adhere to either of these routes will lead to employee disciplinary processes and regulatory body scrutiny.
Procedural information can be found here: [Mandatory reporting of FGM procedural information](#)

**Q27 RADICALISATION** (KCSIE Para 41 to 43 & Annex A)

**Advice note:** Schools are subject to the ‘Prevent Duty’ under the CTSA2015. Schools must have due regard to the need to prevent people from being drawn into terrorism. Paragraphs 57-76 of the [Revised Prevent duty guidance](#) are specifically concerned with schools. There is separate guidance for colleges [Prevent duty guidance for further education institutions](#)

Essentially the guidance for schools confirms the need to ensure that the Prevent duty is incorporated into existing safeguarding policies and advises against standalone policies. It is not intended to be burdensome and builds on existing responsibilities. The advice found on pages 10 to 11 provides clear information about what is expected of schools and childcare providers, specifically in relation to:

- **Risk assessment** (page 55)
  Schools are expected to assess the risk of children being drawn into terrorism. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies.

- **Working in partnership** (para 56)
  Schools should ensure their safeguarding arrangements take into account the policies and procedures of the NSCB. Effective engagement with parents is included in working in partnership.

- **Staff training** (para 56)
  Ensuring staff are trained to identify children at risk of being drawn into terrorism and challenge extreme ideas.

- **IT policies** (para 56)
  Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Where schools are concerned about individual children there is a referral pathway for all agencies. School staff should understand when it is appropriate to make a referral to the Channel programme.

**Q28 Bullying** (KCSIE para 41 to 43)

**Advice note:** The Anti-Bullying Policy Development Guidance for schools is on the School Portal along with a model policy and guidance on reporting and recording. A quality assurance check on Anti-bullying policies is offered to all schools with follow up support if required. Workshops about how to develop an effective policy and ensure full consultation are offered annually for staff, young people, and governors/parents. Please contact Lorna Naylor tel: 0115 8040808. [Lorna.naylor@nottscc.gov.uk](mailto:Lorna.naylor@nottscc.gov.uk)

**Q29 WORK RELATED LEARNING**

**Advice note:** Responding to this question confirms that your school is compliant with work related learning. Schools are responsible for safeguarding all young people on their roll. Placing them with other providers, or inviting other providers into the school, means that there may be joint areas of responsibility, but the ultimate responsibility will remain with the school where the learner enrolled. This includes children and young people who access an alternative curriculum as part of their package of learning.

**Q30 SAFE ENVIRONMENT**

**Advice note:** This question seeks assurances that all designated areas within the school are safe and suitable. Please note that this question is aimed at ALL agencies that work with children. Schools in all likelihood should not have any difficulties with this question unless there are any issues which are specific to your school’s circumstances.
Q31 PARTICIPATION
Advice note: This is another NSCB specific question which is aimed at all agencies. It aims to establish if agencies seek the views of children and listens to their responses to inform how they provide services. Many schools will do this in quite creative ways.

Q32 FAMILY APPROACH (‘Think Family’)  
Advice note: Another NSCB question which seeks assurance that all agencies are mindful of the impact that issues that are going on at home with, for example, parental/key carer mental or physical ill health or drug/alcohol misuse or domestic violence will in all likelihood have an impact on the welfare of the child. Agencies need to identify these children and provide an appropriate response. Schools will be very mindful of the impact of these family difficulties on a child’s mental health and behaviour and their ability to learn.
Appendix 15

Peer on Peer Abuse

Our school/college/academy recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. 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 16)
- Sexting or youth produced digital imagery (Appendix 17)
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used by for bullying and other abusive behaviour (Appendix 18)

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).

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). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.
Appendix 16

Child Sexual Exploitation (CSE) Policy

The college/school/academy adheres to the NSCB 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.

The school/college/academy 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 college/school/academy.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen though inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. 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. We recognise however that 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.

As a college/school/academy 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.

If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. 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.

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.
Appendix 17 (determine if this is appropriate for your school / age appropriate bearing in mind the Ofsted Inspection Framework also covers early years)

Youth Produced Sexual Imagery (Sexting)

Introduction

The college/school/academy 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 policy forms part of our college/school/academy’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 college/school/academy 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 and 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 college/school/academy is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The college/school/academy 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 Annexe 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 college/school/academy 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 DSL with the input of the Head teacher and others as appropriate and will be recording.

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 are concerns which meet the threshold or if we know they are already involved with a child.
Case studies:

Case study A: Children and young people aged 13-18
Concern:
- Two children, both aged 15, were in a relationship for the past month. The boy asked the girl for “sexy” pictures and she sent him a single topless photo. Afterwards the girl was worried that he might share the photo so she shared her concerns with her friends. Her friends then told their form tutor who spoke with the school DSL.

School response:
- The DSL spoke with the girl and then the boy. Both pupils confirmed there had not been any sexual activity between them. There were not any wider safeguarding concerns about either pupil. There was no evidence that the image had been shared by the boy and he offered to delete the image from his device.
- Both pupils were spoken with by the DSL who advised them on the potential impact of taking and sharing youth produced sexual imagery both criminally and emotionally. The DSL worked with both pupils to help them come up with an agreed plan to inform their parents. The school DSL documented the incident and as well as the actions taken in the children’s safeguarding records.

Case study B: Children aged under 13
Concern:
- 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 DSL 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 DSL 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 college/school/academy we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.
This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE 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
- accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

Appendix 1

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 Zip It
• 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 18

Online Safety

Guidance is currently being developed by NCC to support schools and will be available on the schools portal from September 2016.

Our school/college/academy 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 schools/college/academy 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/college academy. The policy also forms part of our school's/college's / academy'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/college/academy to ensure that children are safe from terrorist and extremist material on the internet.

Our school/college/academy will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the school's/college's/academy's IT systems and technology that can be used online.

Our school/college/academy 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.
Appendix 19

Prevent Duty and Radicalisation

This Appendix will be updated and replaced by guidance which will be available on the schools portal for September 2016.

There are now duties imposed on Schools under the ‘Prevent Duty’ CTSA2015. Schools must have due regard to the need to prevent people from being drawn into terrorism. Paragraphs 57-76 of the DFE Revised Prevent duty guidance are specifically concerned with schools. There is separate guidance for colleges Prevent duty guidance for further education institutions

- Risk assessment (page 55)
  We assess the risk of children being drawn into terrorism. We have clear procedures in place for protecting children at risk of radicalisation.
- Working in partnership (para 56)
  We ensure their safeguarding arrangements takes into account the policies and procedures of the NSCB. We effectively engage with parents.
- Staff training (para 56)
  Staff are trained to identify children at risk of being drawn into terrorism and challenge extreme ideas.
- IT policies (para 56) – See Appendix 18
  We ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Where we are concerned about individual children there is a referral pathway.

The essence of our policy, however, is that 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 ISIL, 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.

As a 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 and anti-bullying work, and in our policies for use of the school premises by external agencies and our IT policy.

Visitors to schools will be managed in line with our Visitors Policy, guest speakers coming into school will never be unsupervised.
Appendix 20

Female Genital Mutilation

This Appendix will be updated and replaced by guidance which will be available on the schools portal for September 2016. It will also include information for other Honour Based Violence and Forced Marriage.

Guidance Notes for Staff/Governors

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Board procedures NSCB procedures FGM. This guidance is based on national non-statutory government guidance (2011) Govt guidance FGM.

A new duty for Teachers to report ‘known’ cases of Female Genital Mutilation FGM was introduced on the 31st October 2015. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

FGM is a procedure that includes the partial or total removal of the external female genital organs for ‘cultural’ or other non-therapeutic reasons.

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences; this is the scale of the problem. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of children have the procedure between the age of 5-8 years.

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 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 at risk, as must other female children in the extended family.
- A girl is withdrawn from PSHE/SRE.

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.

Where you know or 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 EPO, prohibitive steps but not necessarily the removal of the child.

Government Equalities Office: Fact sheet Equalities Office Fact Sheet
Appendix 21

Children Missing from Education

The government recently consulted on plans to amend regulations from September 2016, to improve information sharing between schools and LAs to help identify children missing education and help protect children from potential harm. At the time of writing these changes are not known but it does give a steer in terms of the direction of travel and therefore may wish to be noted as good practice. We will update this document once this information is known.

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/college/academy in safeguarding children who may be at risk of missing education. [if all pupils are boarders then as attendance register is not required].

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; or,
• have been permanently excluded

The actions that will taken by the school/academy are in the Guidance For Head Teachers and Business Managers where Children are at Risk of Missing Education

The above 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 role unless we can evidence an agreement with the local authority to do so.

Where a pupil who fails to attend our school/our academy 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 Guidance for Head Teachers and Business Managers where Children are at Risk of Missing Education

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with Nottinghamshire County Council in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in Full-time enrolment of 14- to 16-year-olds in further education and sixth-form colleges in 2015 to 2016 academic year - Publications - GOV.UK

The college will also inform Nottinghamshire County Council immediately if that child is removed from roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Children Missing Officer Glen Scruby Missing.CME@nottscc.gcsx.gov.uk / 0115 8041045

Absence

Suggest add in school absence policy.

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 etc

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 (eg. 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. 
Missing.CME@nottscc.gcsx.gov.uk / 0115 8041045
Appendix 22

Transportation of Children by Parents

Our school/college/academy recognises that at times parents/carers transport their own and other children to/from school visits or out of school activities etc. Where this occurs there are essentially two ways that this can be undertaken:

1. Where parents/carers transport their own children, or agree with others to co-operate in transporting children to and from venues as a **private arrangement**, the health and safety of young people is the responsibility of the parents/carers concerned.

2. Where parents/carers (or others) offer transport assistance which has been **requested or facilitated** by our school/college/college then they are in effect operating as volunteer employees and the responsibility for safety lies with our [school/college/academy].

In these circumstances the parent/carer (or others) would be considered as a volunteer and this will require [insert name of school/college/academy] to undertake the necessary checks as for any other volunteer in regulated activity. eg obtaining an enhanced DBS certificate (which should include barred list information). The same policy as for school staff transporting children will therefore apply.
Appendix 23

Photographing and Videoing of Children in School

At insert name of school/college/academy we have taken a sensible and balanced approach to photographing and videoing children on the school/college/academy site. We have a formal policy around “(eg Taking photographs and video images of children/insert name of policy here)” and a copy of the document is available from the school/college/academy 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](http://www.ico.org.uk)
Appendix 24

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 are clear safeguarding issues and children and young people effectively have no one who is concerned for 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.

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](http://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 Services 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 Services 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 Services 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.

**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 Professional for safeguarding (SDP).
- The SDP 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 Services 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/](http://privatefostering.org.uk/)
- ‘Child Trafficking and Private Fostering’, ECPAT UK