



Rossllyn Park Primary and Nursery

Safeguarding and Child Protection Policy

This policy applies to all staff, governors and volunteers working in Rosslyn Park Primary and Nursery School.

School Contacts are:

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Designated Senior Person for Child Protection and DSL	Catherine Salt (Deputy Headteacher)
Nominated Safeguarding Governor	Daniel Farthing
Designated Senior Leads	Corinne Finch (AHT for EYFS) Nikki Haywood (AHT for Lower School) Steve Border (AHT for Upper School) Diane Macedo (SENCo EYFS & KS1) Tracey Mee (Learning Mentor) Mandy Lau (Attendance Officer)
Policy agreed by Governors	September 2017
Review Date	September 2018
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Child Safeguarding Policy for Transform Trust Schools 2016-17

Child Safeguarding Policy

Transform Trust is committed to safeguarding children. All staff are expected to share this commitment. Staff take all welfare concerns seriously and encourage children to speak out about anything that worries them, always acting in the best interests of the child.

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children April 2015 in addition the February 2017 update and Keeping Children Safe in Education September 2016. The Serious Crime Act 2015 sets out a duty on professionals to notify police when they discover that Female Genital Mutilation (FGM) has occurred.

This policy was written and adopted by the Trust in September 2017 and is due for review in September 2018.

Other policies and procedures that may need to be taken into account are:

- *Anti-bullying and discrimination*
- *Behaviour and attendance*
- *DBS & Self-disclosure*
- *Induction of new staff and volunteers*
- *Security arrangements*
- *Special needs*
- *Health and safety including medical guidelines*
- *Safe recruitment*
- *Physical intervention and positive handling*
- *E-safety*
- *Staff Internet Policy including social media guidelines*
- *Management of Allegations*
- *Intimate Care*
- *Policy for the use of Mobile Phones and Cameras in Early Years and Foundation stage*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors' policy*
- *Prevent Policy*

Schools should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This

may include covering relevant issues through personal, social health and economic education (PSHE), and/or-for maintained schools and colleges- through sex and relationship (SRE).

Introduction

The governors and staff of each school in Transform Trust fully recognise the contribution the school makes to safeguarding children. It is recognised that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. It is believed that the school should provide a caring, positive, safe and stimulating environment, which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition, each school will adhere to the principles set out in Nottingham's Family Support Strategy and NCSCB Policy, Procedures and Practice Guidance.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together to Safeguard Children 2015 including the February update and Keeping Children Safe in Education 2016.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, including Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) and Honour Based Violence (HBV).
- confirm the structured procedures to be followed by all members of each school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with Children and Families Direct, the NCSCB and other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

i. The Governing Body:

- will ensure a member of the governing body is nominated to liaise with the local authority, the Trust and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher or member of the governing body.
- Will ensure there is no period where there is no appointed safeguarding member. E.g. after a member resigns and before another is appointed. If necessary, a governing body will provide a transition period where there will be two appointed members.
- will ensure that the school has a child safeguarding policy, single central record, staff behaviour policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply with Nottingham City Safeguarding Children Board.
- will ensure that each school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2016).
- has appointed a member of staff of the school's leadership team to the role of designated safeguarding lead.
- will ensure the school keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- will make sure that the child safeguarding policy is available to parents and children on request
- will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.

ii. The Head Teacher or Head of School will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy will be updated annually, and be available publicly either via the school website or by other means.
- designated staff review policy in consultation with the Trust when the NCSCB update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.

- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation.
- he/she undergoes child safeguarding training which is updated regularly, in line with advice from the NCSCB.
- Procedures for managing visitors are in place that put the safeguarding of pupils at the centre and is applied to all visitors irrespective of their status.
 - All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
 - Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
 - At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
 - All visitors will be asked to sign in using the electronic 'Inventory' System, which is in reception, making note of their name, organisation, who they are visiting and car registration. This will produce a visitor label that they must wear at all times. The label must remain visible at all times.
 - Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the schools central record. They must then follow the procedures above e.g. sign into the electronic 'Inventory' System and enter the premises via reception).

Allegations against the Headteacher

Where an allegation is made against the Headteacher, the Chair of the Governing Body must be informed as well as the Designated Officer (LADO) **0115 8762302**.

iii. The trained designated leads for child safeguarding will:

- have their roles explicitly defined in their job descriptions.
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- undergo updated child safeguarding training every two years.
- Liaise with relevant agencies in accordance with the NCSCB procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer (LADO)
- be able to access the contents of the NCSCB procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences

TRANSFORM TRUST SAFEGUARDING

- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'

ensure that:

- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Common Assessment Framework (CAF)
- all child protection records are marked as such and kept securely locked, and accessible only by the headteacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence records are dated and are similarly logged and dated
- the children missing education- statutory guidance for local authorities 2013 is adhered to.
- where a pupil is subject to a Child Protection Plan, and is absent without explanation, their key worker in Children's Social Care is contacted.
- records are monitored for patterns of what, when taking in isolation, would appear to be low level concerns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held e.g. a CAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child safeguarding in the receiving school.
- where a pupil has a **child protection plan** or there are on-going child protection enquiries and transfers to another school;
 - the designated lead for Safeguarding is informed immediately
 - their child protection file is transferred separately from the main pupil file and as soon as possible and a record is made of the transaction.

iv. The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to children's Social Care, e.g. in urgent situations.
- be alert to signs and symptoms of harm and abuse
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- know how to record concerns and what additional information may be required.
- undergo child safeguarding training which is updated regularly in line with advice from the NCSCB, (whole staff training every three years)
- maintain an attitude of 'it could happen here'
- familiarise themselves with "What to do if you're worried that a child is being abused: advice for practitioners guidance." (2015)

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

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

Reporting concerns to the designated leads

Any concern should be discussed in the first instance with *one of the designated leads or in their absence the head teacher*, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Anybody can make such a referral.**

Immediate response to the pupil

It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- if a disclosure is made,
 - accept what the pupil says
 - stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate
 - use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
 - be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
 - acknowledge how hard it was for the pupil to tell you
 - do not criticise the perpetrator, the pupil might have a relationship with them
 - do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included.
- If it is observation of bruising or an injury, try to record detail, e.g. "right arm above elbow". Do not take photographs. Use the body maps provided in the appendix.

- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all pupils by: discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are or thought to be in need or at risk in line with NCSCB procedures, encouraging self-esteem and self-assertiveness, challenging and not condoning aggression, bullying or discriminatory behaviour, promoting a caring, safe and positive environment.

Confidentiality

- The personal information about all pupils' families is regarded by those who work in Trust schools as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.

- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Children and Families Direct.
- Where there are any doubts, the designated lead should clarify with Children and Families Direct whether, and if so when and by whom, the parents should be told about the referral.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues, and about consenting to that.

“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.” Working Together 2015

- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

At Rosslyn Park Primary and Nursery School we have a separate policy in respect of Mobile Phone and Camera use.

Working Together To Safeguard Children 2015 & Keeping Children Safe in Education 2016

Statutory duties that apply to schools

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to, for example, children subject to child protection plans and children looked after.
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;
- ensuring there are procedures in place to handle allegations including those relating to children harming, or allegedly harming other children;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads' roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children (Keeping Children Safe in Education 2016) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check.
- schools and colleges must keep a single central record of DBS checks and training undertaken (Keeping Children Safe in Education 2016). The record must cover the following people:
 - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children
 - all others who work in regular contact with children in the school or college, including volunteers
 - for independent schools, including academies and free schools, all members of the proprietor body.
- it is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in February 2015, entitled *Disqualification Under the Childcare Act 2006 of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision*. A person is automatically disqualified if they live in the same household as another person who is disqualified or in a household where a disqualified person is employed. The categories of staff in nursery, primary or secondary school settings covered by regulation 13 include staff who:

- work in the early years provision (including teaching staff and support staff working in school nursery and reception classes)
 - work in later years provision for children who have not reached the age of eight, including before-school settings such as breakfast clubs and after-school provision
 - are directly concerned with the management of such early or later years provision.
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
 - staff should be given a mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in schools and colleges should ensure that **all staff are familiar with and understand school procedures for safeguarding children**. There should then be an on-going programme of refresher training.
 - ensure there is an effective child safeguarding policy in place together with a staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff- including temporary staff and volunteers- on induction;
 - all professionals should have regular reviews of their own practice to ensure they improve over time.
 - the designated lead professional for safeguarding should maintain comprehensive records.
 - all schools and colleges have to be compliant with the requirements of the LSCB, in Nottingham and this includes engagement in the Serious Case Review process.
 - the NCSCB requires all schools to complete an annual safeguarding audit and be engaged in multi-agency processes and Serious Case Reviews (See Working Together to Safeguard Children 2015 (Chapter 2 p 53), to be read in conjunction with DfE Keeping Children Safe in Education 2016)
 - clear policies in line with those from the LSCB for dealing with allegations against people who work with children, in either a paid or voluntary capacity. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

The Designated Officer (previously known as the Local Authority Designated Officer) is to be involved in the management and oversight of individual cases where there are allegations made against people who work with children. The Designated Officer should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process:

- any allegation should be reported immediately to the Headteacher or the Principal of the school. The Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and

- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because of a concern that the person may pose a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

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.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps below should be used in accordance with recording guidance. Any concerns should be reported and recorded immediately 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 will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (otherwise 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 **marker** in the top right hand corner to denote a separate file exists.

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

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

The concerns 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.

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 concern 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 Senior Designated Person 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.

If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure 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.

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

Body Map Guidance for Schools

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:

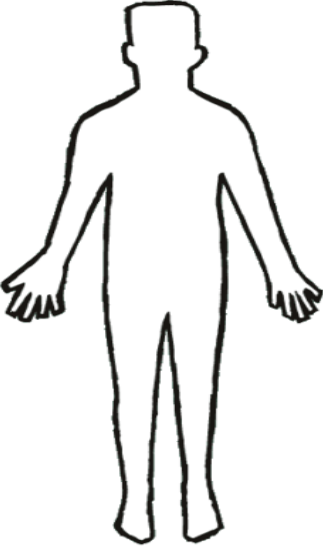
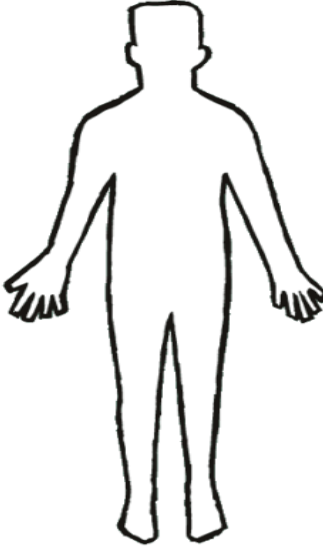
- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site 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.

The Body map is on the reverse of the concern form (see below).

Should a larger or more specific Body Map be required, for example the back of the hand, heel etc then these are available on the server in the Child Protection Folder.

<p>Front View</p> 	<p>Back View</p> 
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Give this form in person to the Safeguarding Officer

Ensure a response is provided to you within 2 days, if not take further action (as stated in the Child Protection Policy).

*If the Safeguarding Officer is not in the building please copy this sheet to:

Deputy Headteacher, SENCO, Learning Mentors, child's Class Teacher, child's Assistant Head, P2B Manager, Attendance Officer.

IF URGENT (and the Safeguarding Officer is not in the building) PLACE THE FORM DIRECTLY IN THE HANDS OF ANOTHER DSP (names available in the staff room or school office).

Outcome: Date received _____ Previous Safeguarding Concern YES NO

<p>Action Taken</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safeguarding file opened <input type="checkbox"/> Concern added to existing file <input type="checkbox"/> Continue to monitor <input type="checkbox"/> Discussion with parent <input type="checkbox"/> Discussion with student <input type="checkbox"/> Referral to Children's Social Care <input type="checkbox"/> Other: 	<p>DSP comments:</p>
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Name and Sign (DSP) _____ Date _____

All staff please now shred this information

Further Supporting Information:

1. Vulnerable Groups:

Some children and young people may be particularly vulnerable to abuse and harm. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

e.g. **Private Fostering (PFA)**: A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

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

On admission to the school, relationship of the adults to the child who is being registered must be verified.

Children Missing from Education (CME): Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

Attendance is monitored carefully and poor or irregular attendance is addressed without delay.

In response to the guidance in Keeping Children Safe in Education (2016) each school has:

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

Schools will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves a school, it will record the name of the pupil's new school and any expected start date.

SEND: Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be 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;
- difficulties may arise in overcoming communication barriers.

To ensure that all of our children receive equal protection, we will also give special consideration and attention to children who are;

- Living in a known domestic abuse situation
- Affected by known parental substance (drugs and/or alcohol) misuse
- Asylum seekers/refugees
- New communities
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Young Carers
- Looked after children
- Do not have English as a first language

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

2. Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education (September 2016))

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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.

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.

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.

3. Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

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

Symptoms of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.

- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

4. Child Sexual Exploitation

Child Sexual Exploitation (CSE) definition can be found in the Working Together to Safeguard Children February 2017 update (see below).

Signs of Child Sexual Exploitation can be found in 'Safeguarding children and young people from sexual exploitation' (DfE 2009)

Types of CSE can be found in 'Guidance on Child Sexual Exploitation' (Barnardos 2014) (page 7/8)

Having a common definition of child sexual exploitation is critical to identification, monitoring and effective multi-agency responses. The Government issued a definition of child sexual exploitation in 2017 to be used for the purposes of the statutory *Working Together* guidance. It states that:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can occur through the use of technology.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue. Child sexual abuse includes any act of 'forcing or enticing a child or young person to take part in sexual activities.'

The sexual exploitation of children and young people (CSE) under-18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

5. Honour Base Violence (HBV)

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

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

6. Preventing Radicalisation

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Statutory guidance has been published and is available here:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Details of training and more detailed guidance will be shared as it becomes available.

In the meantime, if you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions.

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

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

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

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

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature

- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

7. Peer on Peer Abuse

(including cyber bullying), gender based violence/sexual assaults and sexting)

Staff recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people.'

Further guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited'
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- Female Genital Mutilation (FGM)
<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>
- Children who may have been trafficked
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Gang and Knife Crime DCSF – 00064-2010
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf
- Homophobic, Transphobic Bullying
<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>
- Guidance is also available on the Nottingham City Safeguarding Children Board Website for Children with Looked After Status and Children Missing from Home and Care
- Private fostering arrangements- www.privatefostering.org.uk
- Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section:
<http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

Legislation related to safeguarding in schools

(Keeping Children Safe in Education (September 2016))

Education

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014

TRANSFORM TRUST SAFEGUARDING FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

