

TOGETHER WE GROW AND LEARN

WHOLE SCHOOL POLICY ON CHILD PROTECTION to SAFEGUARD and PROMOTE the WELFARE OF CHILDREN

Date approved: - Autumn 2016

Date to be reviewed: - Autumn 2017

Governing Body Committee: - F&PC and SDPC

INTRODUCTION

Blidworth Oaks Primary 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: October 2016

Date of next review: October 2017

Role	Name	Contact Details
Designated Governor for Child Protection	Mrs Angela Penney	Via the School Office
Designated Safeguarding Lead	Mr Shaun Walker (Head Teacher)	01623 792348
Deputy Safeguarding Lead	Mrs Jodi Ince (Deputy Head Teacher)	01623 792348
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041271
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90

Blidworth Oaks' Commitment

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

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school 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. NB. Children includes everyone under the age of 18 years of age.

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).

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 Blidworth Oaks Primary will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school therefore, led by senior members of staff/governors aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take 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 of staff reporting the concerns directly to children's social care.

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

The Policy

There are five main elements to our policy:

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

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

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are trusted adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.

- Include opportunities in the 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 if the headteacher is not present the deputy designated safeguarding lead, 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.

- *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**

The following appendices are a part of this policy:

Appendix 1	Roles and Responsibilities
Appendix 2	Identifying Concerns
Appendix 3	Confidentiality
Appendix 4	Records and Monitoring
Appendix 5	Template: Front Sheet
Appendix 6	Template: Chronology
Appendix 7	Template: Detailed Concerns
Appendix 8a &8b	Template: Concerns Shared by Others
Appendix 9	Body Map Guidance for Schools and Body Map Template
Appendix 10	Template: Safeguarding Children Data Base
Appendix 11	Template: School's Safeguarding Action Plan
Appendix 12	Template: Auditing of Pupil Records
Appendix 13	Induction Checklist for Safer Recruitment
Appendix 14	NSCB Safeguarding Children in Education Audit
Appendix 15	Peer on Peer Abuse
Appendix 16	Child Sexual Exploitation (CSE)
Appendix 17	Youth Produced Sexual Imagery (Sexting)
Appendix 18	Online Safety
Appendix 19	The Prevent Duty
Appendix 20	Female Genital Mutilation
Appendix 21	Children Missing from Education
Appendix 22	Transportation of Children to School Events by Parents
Appendix 23	Photographing of Children

Appendix 1

Roles and Responsibilities

Everyone

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

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

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

All our staff are aware of systems within Blidworth Oaks Primary and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the designated safeguarding lead and Keeping Children Safe in Education Part One. Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information [see Appendix 13].

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 the head teacher 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 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**
 - 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**
 - During term time the designated safeguarding lead (or a deputy) is always available for staff in the school to discuss any safeguarding concerns.

Head teacher

The head teacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The head teacher will ensure all staff have access to and read:- 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 head teacher 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 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 head teacher, 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 head teacher 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 – Designated teacher and 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 sticker** in the top right hand corner to denote a separate file exists.

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

Why recording is important

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

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, ChiN 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 concerns about children even where there is no need to refer the matter to MASH/Children's Social Care 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.

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

Name:		DOB:	Class/Form:	Ethnicity:	
Home Address:			Telephone: e mail:		
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					
Name	Age/DOB	Relationship to child	Home work	Contact No	
Significant Others (relatives, carers, friends, child minders, etc)					
Name	Relationship to child		Address	Tel No	
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child ie EHAf/CPp/LAC/CiN	Tel No	Date	

Appendix 6

Chronology

CONFIDENTIAL

Sheet Number:

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

Name:		DOB:	
Date	Type of Concern	Information/Details of concerns or Contact Made	Print Name and Signature

Appendix 7

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:
Date Concern Raised:	Date of Writing Concern:
Time Concern Raised:	Time of Writing Concern:
Name:	Signature
Print	
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), 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 a Designated Person for Child Protection ASAP.**

Part 2 (for use by Designated Person)

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

Appendix 8a

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

Pupil's Name:		Date of Birth:	
Date of Incident:		Date of Receipt of Info:	
Time of Incident:		Time of Receipt of Info:	
Recipient (and role) of Information:			
Name of Information Provider:			
Organisation/Agency/Role:			
Contact Details:			
Relationship to the child/family:			
Information received:			
Actions/Recommendations for the school:			
Outcome:			
Signature:		Date:	
Print Name:		Time:	
Countersigned by DSL:		Date:	
Print Name:		Time:	

Appendix 8b



TOGETHER WE GROW AND LEARN

Record of Meetings

Child(ren)'s Name(s):		Date:
Meeting Title:	Venue:	
Present (Name & Organisation):		
Notes		
Actions:		
Date of next meeting:	Time:	Signed:

Please ensure actions are completed and this document is handed to the Designated Person

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)

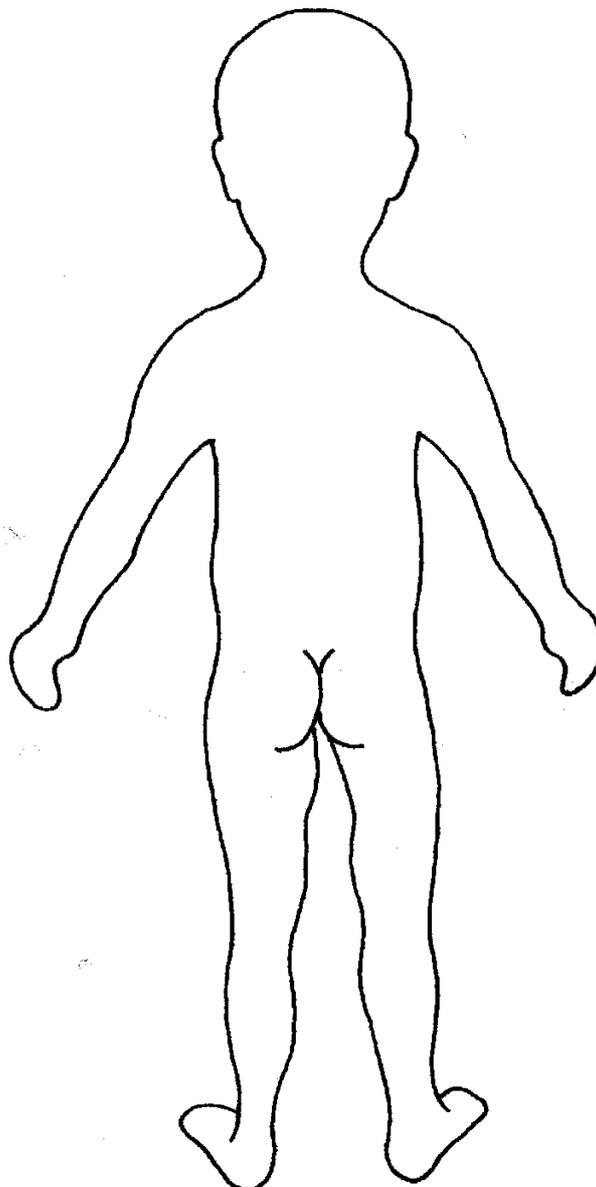
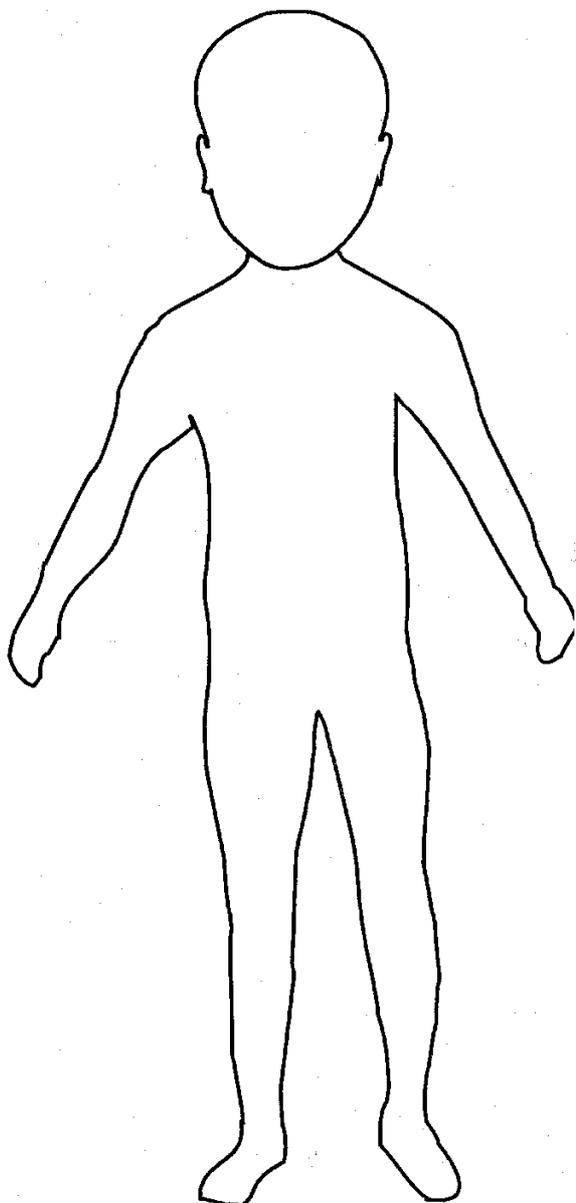
Names for
Child: _____

Date of
Birth: _____

Name of
Worker: _____

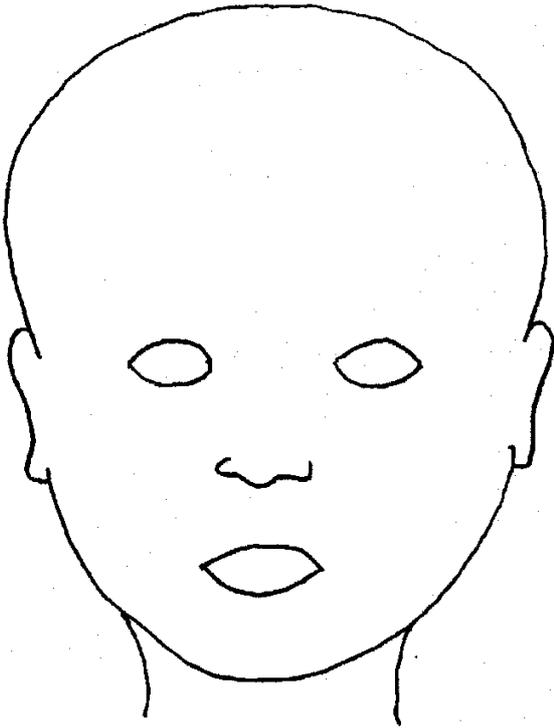
Agency: _____

Date and time of
observation: _____

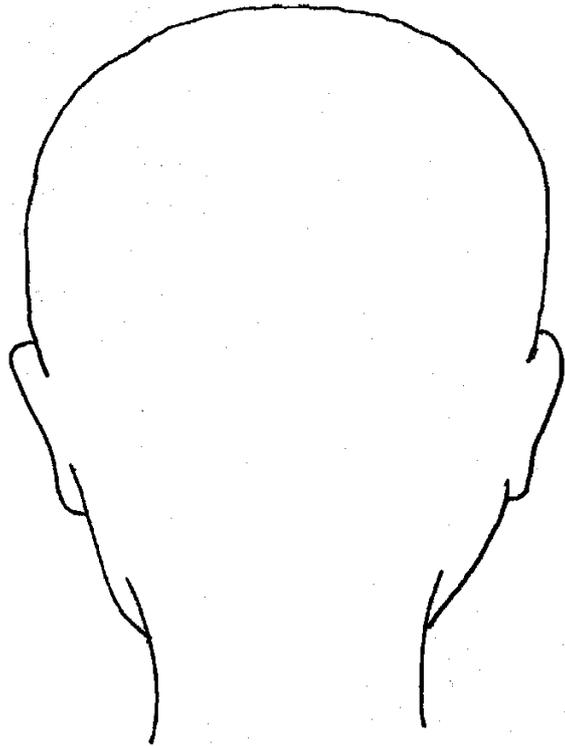


Name of
Child:

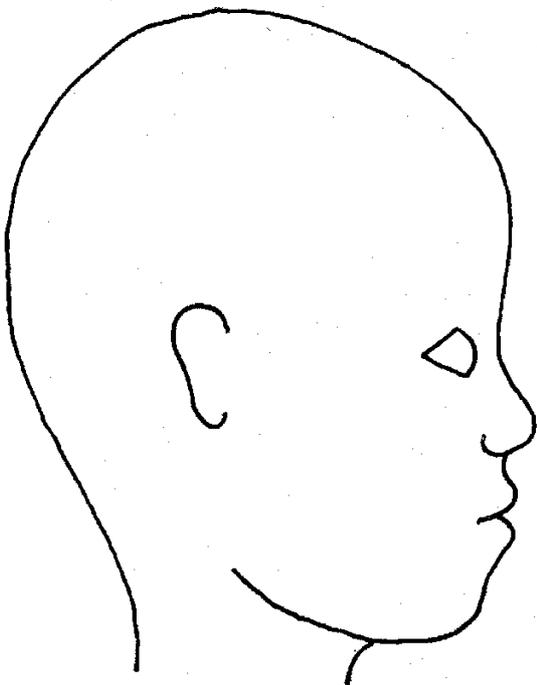
Date of
observation:



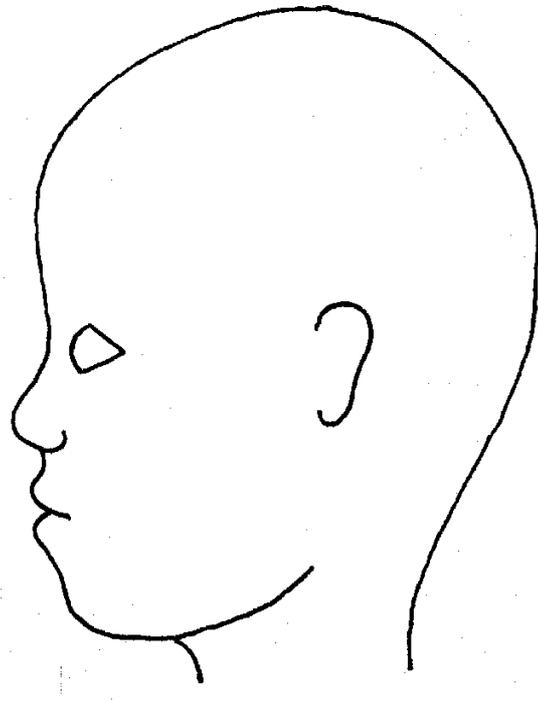
FRONT



BACK



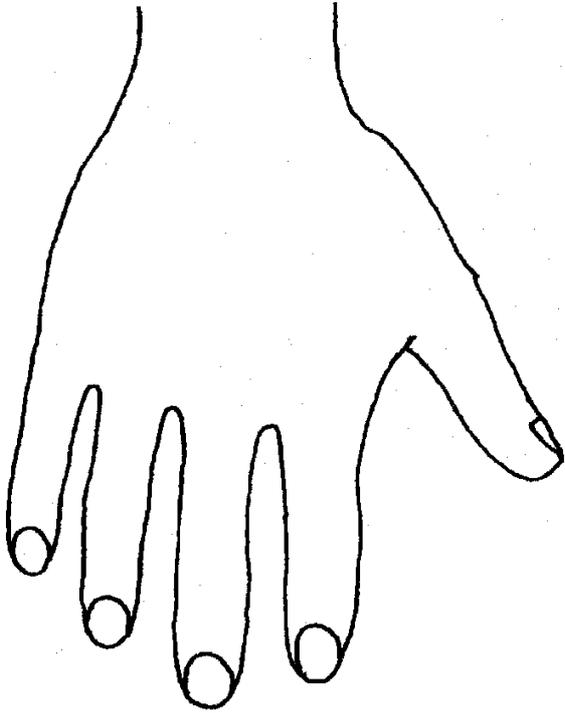
RIGHT



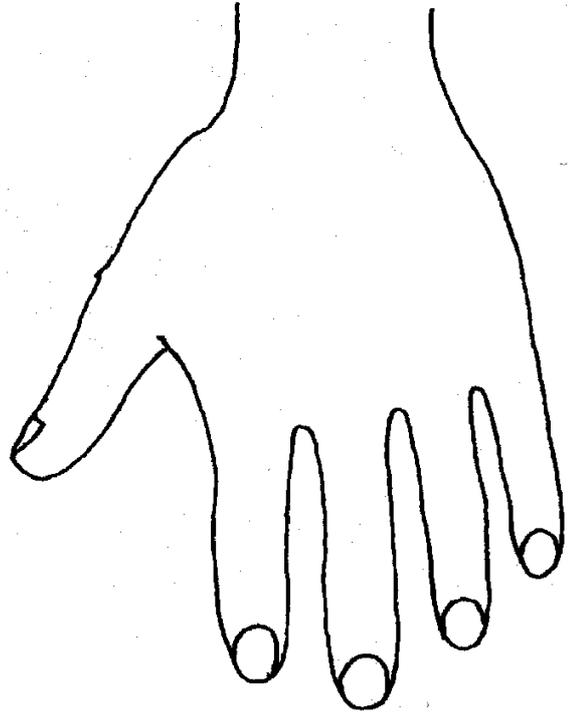
LEFT

Name of Child: _____

Date of observation: _____

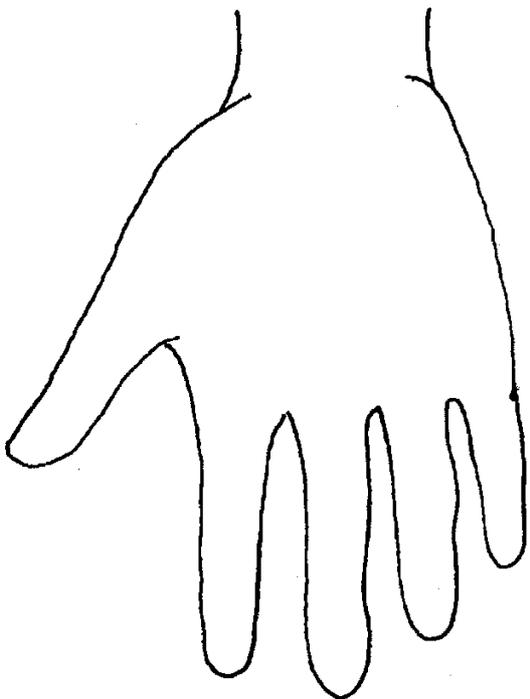


R

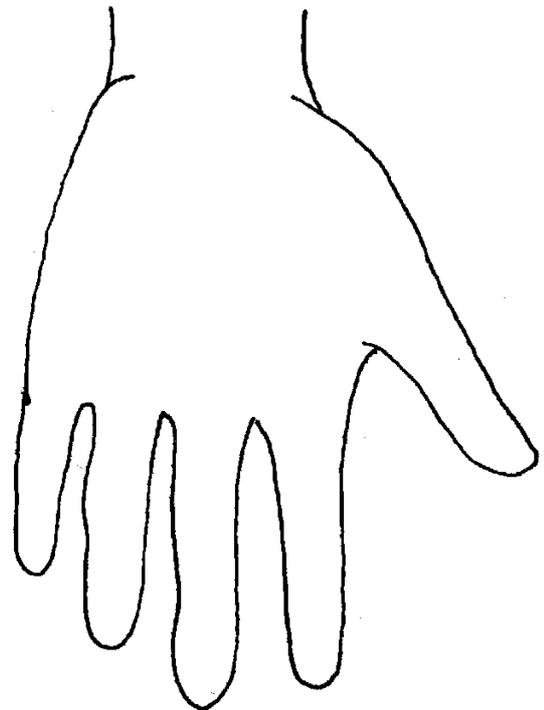


L

BACK



R

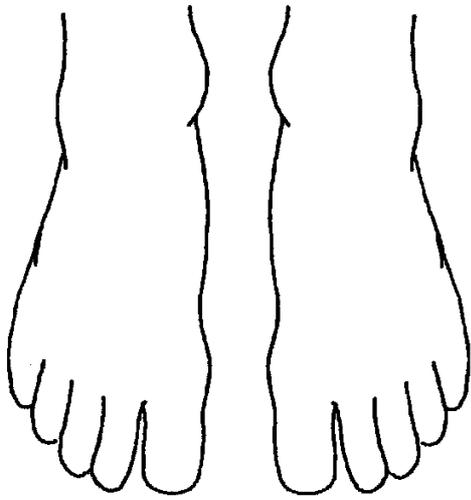


L

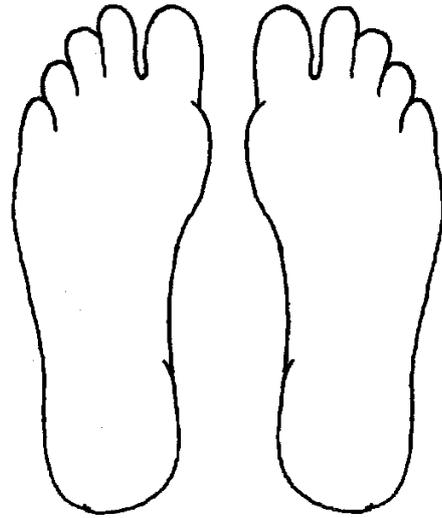
PALM

Name of Child: _____

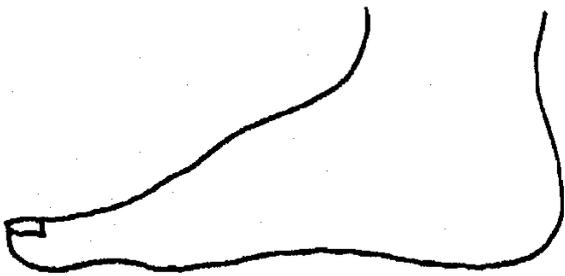
Date of observation: _____



R TOP L

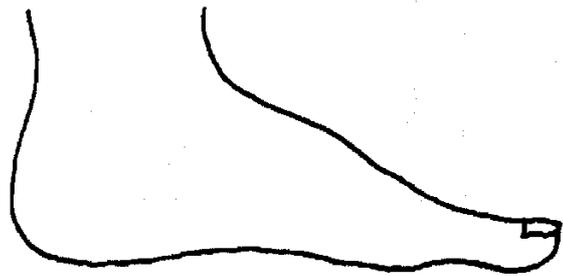


R BOTTOM L



R

INNER



L



R

OUTER



L

Printed Name and Signature of worker: _____

Date: _____

Time: _____

Role of Worker: _____

Other information: _____

School Safeguarding Action Plan

Name of School:

Date:

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:

Safeguarding Area	Safeguarding Requirement	Response	Action Taken	By Whom and Timeline

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.

	Yes/No	Follow up Action/ Further Information
Does the child's main pupil record have a clear marker on it to indicate that a concern file is also held? This alerts any member of staff to the existence of a separate concern file.)		
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.)		
Does the concern file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
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.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template or a similar school template to help them record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		
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?		
Is there evidence that the school's Designated Safeguarding Lead has reviewed the file and discussed the child with relevant staff?		
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 followed through?		
If meetings relating to the child and their family have been called did school: i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues.		

<p>If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?</p>		
<p>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'.</p> <p>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.</p> <p>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?</p>		

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 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' KCSiE 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 KCSiE 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 KCSiE 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 Safeguarding Children in Education 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
Safeguarding Children in Education Officer



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



Chris Few
Independent Chair
Nottinghamshire Safeguarding Children Board (NSCB)

**Nottinghamshire Safeguarding Children Board (NSCB)
SAFEGUARDING CHILDREN IN EDUCATION AUDIT CHECKLIST
2016/17**

NAME OF SCHOOL/ESTABLISHMENT:.....

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 Safeguarding Children in Education 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** .

CHECKLIST		Y	N	NEW Q To do
NB: KCSiE 2016 refers to the Department for Education Keeping Children Safe in Education 2016 Statutory Guidance. Section 11 refers to the Children Act 2004 NB: The row with ‘E’ is an opportunity for supporting evidence to be provided.				
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).			
E				
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)			
E				
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)			
E				

4	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)			
E				
5	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 & 52 + Annex B)			
6	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 & 52 + Annex B)			
E				
7	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	D	M	Y
E				
8	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:	D	M	Y
E				

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)			
E				
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)			
E				
11	CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES: The child protection policy reflects the additional barriers for this vulnerable group (KCSiE para 85)			
E				
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)			
E				
13	COMPLAINTS: That there is a system in place for children and families to make complaints. (NSCB Section 11 audit)			
E				
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. All maintained school governors have had an enhanced DBS check. (KCSiE para 71/83 onwards)			
E				
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)			
E				

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)			
E				
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)			
E				
18	PHYSICAL INTERVENTION and the use of reasonable force: 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			
E				
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) <u>DfE School attendance</u> <u>DfE Missing from Home & Care</u>			
E				
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)			
E				
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)			
E				
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)			
E				

23	OPPORTUNITIES TO TEACH SAFEGUARDING: That children are taught about safeguarding (including online) through teaching opportunities (all schools) This may be through PSHE & SRE (maintained) (KCSIE Para 41/42/43))			
E				
24	ONLINE SAFETY: Governing bodies and proprietors ensure appropriate filters and appropriate monitoring systems are in place. (KCSiE Para 67 and Annex C)			
25	CHILD SEXUAL EXPLOITATION: Does your school include age appropriate Child Sexual Exploitation (CSE) teaching within the curriculum? (please circle) Circle in which year:- Year 5 Year 6 (KCSIE para 29)			
E				
26	FEMALE GENITAL MUTILATION: 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 (KCSiE para 17/42 to 43 & Annex A).			
E				
27	RADICALISATION: 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 & Annex A)			
E				
28	BULLYING: DfE bullying guidance 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)			
E				
29	WORK RELATED LEARNING (secondary): 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.			
E				
30	SAFE ENVIRONMENT: Designated areas for children are safe & suitable. (NSCB Section 11 audit)			
E				
31	PARTICIPATION: Children contribute to the planning, delivery and evaluation of services and their views make a difference. (NSCB Section 11 audit)			
E				

32	FAMILY APPROACH (“Think Family”): The school adopts a whole family approach in that any problems key carers are experiencing (eg. Domestic abuse, mental ill-health, drugs or alcohol misuse) are seen in the context of the impact on the welfare of the children.” (NSCB Section 11 audit)			
E				

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

Name of Nominated Safeguarding Governor

(please print).....

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

Name of Chair of Governors

(please print).....

SignedDate.....

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.

Nottinghamshire Safeguarding Children Board (NSCB) SAFEGUARDING CHILDREN IN EDUCATION AUDIT 2016-17

Additional Guidance

Author: - Terri Johnson Service Manager Safeguarding (strategic) & LADO and Eva Callaghan. Safeguarding Children in Education Officer & LADO Allegations Officer.
Dated: - August 2016

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 (e.g. 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 (KSCiE 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 addition 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 01159 772253.
- ***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 01159 772253

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 policies 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 disproportionately 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 1st 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 September 5 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@nottsc.gov.uk.](mailto:glen.scruby@nottsc.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 Head, Deputy Head, 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 Safeguarding Children in Education 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. 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 e.g. 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 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: 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 Pintsized 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 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 41to43 & 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 takes 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: 01623 797193.
Lorna.naylor@nottsc.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 an child's mental health and behaviour and their ability to learn.

Appendix 15

Peer on Peer Abuse

Our school recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. 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 school 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 recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our school.

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

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.

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

Youth Produced Sexual Imagery (Sexting)

Introduction

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

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

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

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

It does not cover:

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

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

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

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

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

However the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law 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 school is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

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

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

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

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
 - Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
 - Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in 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 school will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework.

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

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

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 Zipit Ap](#)
- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)

- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#)' which help young people to handle incidents of sexting

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

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

The Professionals Online Safety Helpline (POSH):

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

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the [UKCCIS Sexting in Schools Guidance 2016](#)

Appendix 18

Online Safety

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

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

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

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

There are additional duties under the Counter terrorism and Securities Act 2015 which requires our school to ensure that children are safe from terrorist and extremist material on the internet.

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

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

Appendix 19

Prevent Duty and Radicalisation – Revised November 2016

There are now duties imposed on schools and other agencies in relation to The Prevent Duty which came into force on 1 July 2015. The Prevent Duty is now incorporated into our existing policies.

Further advice in relation to this is within KCSiE and also the DfE non-statutory guidance for schools and early years' providers in relation to:

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

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

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

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

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, visitors, premises' hire and our online safety and ICT policies.

Appendix 20

Female Genital Mutilation – Revised November 2016

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](#) which has been informed by the government Multi-Agency Statutory Guidance 2016.

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

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

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'.
- A child may confide that she is to have a 'special procedure' or to attend a special occasion.
- A child may request help, directly or indirectly, from a teacher or another adult.
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family.
- A girl is withdrawn from PSHE/SRE without any specific reason being given.

In brief the signs that FGM may have occurred are:

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

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

Where you suspect that FGM has occurred:

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

Where you know that FGM has taken place:

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

Appendix 21

Children Missing from Education

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

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

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

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

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

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

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

Where a pupil who fails to attend our school regularly, or has been absent without the school's permission for a **continuous** period of 10 school days or more we will follow Nottinghamshire County Council's Guidance for Head Teachers and Business Managers where Children are at Risk of Missing Education

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 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 then they are in effect operating as volunteer employees and the responsibility for safety lies with our school.

In these circumstances the parent/carer (or others) would be considered as a volunteer and this will require Blidworth Oaks Primary 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 Blidworth Oaks Primary we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy around using photographs and video images of children and a copy of the document is available from 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**