



Nottinghamshire
SAFEGUARDING
CHILDREN Board

Abbey Hill Primary and Nursery School



Part of the Together As One Collaboration

WHOLE SCHOOL POLICY FOR CHILD

PROTECTION TO SAFEGUARD

AND PROMOTE THE

WELFARE OF CHILDREN

September 2018 - 2019

INTRODUCTION

Abbey Hill Primary and Nursery School recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Governing Body Management Committee.

Date of first review: 12.11.2018

Date of next review: November 2019

Role	Name	Contact Details
Designated Governor for Child Protection and Safeguarding	Karl Simpson	01623 484512
Senior Designated Safeguarding Lead	Helen Chambers	01623 484512
Deputy Safeguarding Lead	Sam Jeffs	01623 484512
Names of additional Safeguarding Officers	Angela Dear	01623 484512
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546

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

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

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

SAFEGUARDING

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow all procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Nottinghamshire Safeguarding Children Board (NSCB).

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

From Working Together to Safeguard Children 2018 (page 6). Children includes everyone under the age of 18 years of age.

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

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

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

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised abuse
- Bullying, including online bullying by text message, on social networking sites, etc. and prejudice based bullying
- Peer on Peer abuse
- Racist, disability and homophobic, biphobic or transphobic abuse
- Gender based violence and violence against women and girls
- Extremist behaviour and/or radicalisation
- Child sexual exploitation and human trafficking
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment (KCSiE 3018 Part Five)
- Substance misuse
- Issues specific to a local area or population e.g. 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 at Abbey Hill Primary and Nursery School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school, led by senior members of staff and governors, aims to provide a safe environment and vigilant culture where children can learn and be safe. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm. Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to taken in conjunction with the Designated Safeguarding Leads. Any staff may make a referral to children's social care where a child

is identified as being in immediate danger as there should be no delay in this circumstance.

The Senior or Deputy Designated Safeguarding Leads who are 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 their child protection plan
- Raising awareness of safeguarding children and child protection procedures, and equipping children with the skills needed to keep them safe.

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are trusted adults in the school whom they can approach if they are worried
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
 - Recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
 - Developing healthy relationships and awareness of domestic violence and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse
 - Recognising how pressure from others can affect their behaviour
- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies

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

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

- We have a Senior Designated Safeguarding Lead who is a member of the school leadership team and a Deputy Safeguarding Lead for child protection and safeguarding who has received appropriate training and support for this role
- We have a nominated governor responsible for child protection and safeguarding
- We have a Designated Teacher for Looked – After children
- Every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead and their deputies responsible for child protection and their role
- 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 Leads or to children's social care or the police if a child is in immediate danger
- All staff and volunteers are aware of the early help process and understand their role in it
- There is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously
- There is a complaints system in place for children and families
- Parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations on the school's website
- Children's social care are notified if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan

- Effective links are developed with relevant agencies and we cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- We keep electronic 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
- We keep all records securely in an electronic system; historic paper records are kept separate from main pupil files in a locked cupboard in the head teacher's office
- We follow robust processes to respond when children are missing from education or missing from home or care
- We follow procedures where an allegation is made against a member of staff or volunteer
- Safe recruitment practices are always followed
- We apply confidentiality appropriately
- The escalation policy is applied if there is any concern about the actions or inaction of social care staff or staff from other agencies

Supporting children

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

The school will endeavour to support children through:

- The content of the curriculum
- A whole school nurturing school ethos which promotes a positive, supportive and secure environment, valuing pupils and building character strengths
- The school behaviour policy and anti-bullying policy which is aimed at supporting vulnerable pupils in the school. We will ensure pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred. Boundaries are put in to make pupils feel safe and secure.
- Liaison with other agencies that support the pupil such as children's social care (in line with the Pathway to Provision Version 7, published in March 2018), the Behaviour and Attendance Service and the Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF)
- Ensuring that, where a child leaves the school and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, 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 or disabilities is recognised.

Safe Staff and Supporting Staff

- The leadership and governing body of the school will ensure that all safer working practices are followed according to the policies and procedures from HR guidance available on the schools portal and according to current DfE statutory guidance KCSiE. Staff and governors will be informed of any changes to practice.
- School leaders, staff and governors will be appropriately trained in safer working practices.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the school's Code of Conduct, which includes contact between staff and pupils outside the work context.
- In the event of any complaint or allegation against a member of staff, the head teacher or the Designated Safeguarding Lead if the head teacher is not present, will be notified immediately. If it relates to the head teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) /Allegation Officer and HR Business Partner.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting, and may need support which should be provided by the school's well-being team. Advice and support will be made available by the Safeguarding Children in Education Officer (SCIEO), LADO and NCC HR where appropriate to the leadership team
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the school portal.

Links to other Local Authority policies

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

- Accessibility Plan
- Anti-Bullying Policy including cyber –bullying
- Attendance Policy
- Behaviour Policy
- Equality Policy
- Central Record of Recruitment and Vetting Checks
- Complaints Procedure
- E Safety Policy
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty
- Physical Intervention Policy

- Register of Pupil Attendance
- Relationships and Sex Education Policy
- Special Educational Needs Policy
- Staff Code of Conduct
- Staff Discipline, Conduct and Grievance Policy
- School information published on the website
- Whistle Blowing Policy

All Agencies documentation

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

Roles and Responsibilities

Everyone

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone in our school who comes into contact with children and their families has a role to play in safeguarding children. All staff in our school will consider, at all times, what is in the best interests of children.

All staff in 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 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 Leads and understand they may be required to support other agencies and professionals in assessments for early help.

All staff are aware of school systems and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct, KCSiE Part One and the role of the Designated Safeguarding Leads. Our school utilises an induction checklist for new staff which includes the above and other policy and procedural information.

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

Staff responsibilities

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

To achieve this they will:

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

Senior Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help (*para 18 KCSiE 2018*)
- Work with children's social care, support their assessment and planning processes including attendance at conference and core group meetings
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register (role of school business manager)
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the DfE KCSiE 2018 Part Four, NSCB and NCC.

Teachers (including NQTs) and head teachers – professional duty

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

Designated Safeguarding Lead

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

We also have two Deputy Safeguarding Leads, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Leads have received the same training as our Senior 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 Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews and meetings and supporting children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Leads

will ensure there is an agreed procedure in the school, which will be followed by all members of the school community in cases of suspected abuse.

In our school the Senior and Deputy Designated Safeguarding Leads are 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 has left due to risk or harm to a child

Work with others

- Liaise with the head teacher to inform her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2018) and the LADO where there are child protection concerns or allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings supporting other staff to do so and to contribute to the assessment of children.
- Liaise with the Local Authority and other agencies in line with Working Together to Safeguard Children 2018 and the local NSCB procedures and practice guidance

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead and the school's Business Manager are responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintain a register to evidence the training.

The training undertaken should enable the Designated Safeguarding Leads to:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 7, EHAFs and the Early Help Unit.

- Have a working knowledge of how the NSCB operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure 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 or disabilities and young carers.
- Be able to keep detailed, accurate, secure 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 and listening to their wishes and feelings.

They should raise awareness to:

- Ensure that the child protection policies are known, understood and used appropriately.
- Ensure that the child protection policy is reviewed annually and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents and 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 files

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school their child protection, child in need or any other recorded concerns are transferred to the new school as soon as the child goes on roll at its new school or education provision.

Availability

- During term time the Senior or Deputy Designated Safeguarding Leads will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Appropriate arrangements are also in place for any out of school hours' activities in – line with the guidance contained in DfE KCSIE 2018 para 61 to 67 and Annex B.

Head teacher

The head teacher 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 Deputy Designated Safeguarding Leads and other staff to discharge their responsibilities, including taking part in strategy discussions and inter – agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- All staff have access to, read and understand the requirements placed on them through the whole school child protection policy, the NCC HR staff code of conduct and DfE KCSiE guidance 2018, Part One, as a minimum.
- There are mechanisms in place to assist staff to understand and discharge fully their role and responsibilities as set out in Part One of KCSiE 2018 and Part Two Leadership and Management.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, they will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2018). If the allegation is against the head teacher then the chair of governors will manage the allegation – see below.

Governing Body

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCB guidance and monitor the school’s compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child’s welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2018, Working Together to Safeguard Children 2018 and the recently published HM Government guidance ‘ Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018.
- Ensuring cooperation with the Local Authority and other safeguarding partners
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection and safeguarding and a Designated Teacher for looked after children who are appropriately trained.

- Ensuring that all staff read and fully understand at least Part One of KCSiE 2018 and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out there.
- Ensuring that the governing body is collectively responsible for the school's 'safeguarding arrangements' and that all members of the governing body undertake child protection training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring the chair of governors and named child protection/safeguarding governor access role specific training to enable them to discharge and comply with their child protection/safeguarding responsibilities.
- Ensuring there is a training strategy in place for all staff, including the head teacher, so that child protection training is undertaken with refresher training at three yearly intervals. The Senior and Deputy Designated Safeguarding Lead should receive refresher training at two yearly intervals.
- Ensuring staff undergo child protection/safeguarding training at induction and there are arrangements in place for regular updates in staff training to ensure safeguarding remains a priority.
- Ensuring temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- Ensuring that if an allegation is made against the head teacher that meets the criteria for a referral to LADO then the chair of governors will contact the LADO immediately (within 24 hours) – see Part Four of KCSiE (2018).
- Ensuring procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the head teacher by liaising with the LADO or other appropriate officers within the Local Authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Ensuring that peer on peer abuse and sexting are included in the child protection and safeguarding policy.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and the child protection policy.
- Preventing people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

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

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

Care Leavers

We recognise those children who cease to be looked after and become 'care leavers', should continue to be supported and our Designated Teacher and school staff will work with their personal advisor to develop a pathway plan.

Identifying Concerns

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

Staff understand that abuse, neglect and safeguarding issues are rarely stand-alone events 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 ill-fitting or dirty clothes
- 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 e.g. a sudden lack of concentration 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
- 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
- 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.

Possible indicators include:

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

Emotional Abuse - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on their 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 which 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.

Possible indicators include:

Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or being 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 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 e.g. 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.

Possible indicators include:

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 for P.E., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs.

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's or carer's failure to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failure to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) or failure to access appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible indicators include:

Being constantly hungry or tired, having a poor state of clothing and/or personal hygiene, looking emaciated, having untreated medical problems, being frequently late or having poor or non-attendance at school, low self- esteem, neurotic behaviour and/or poor social relationships. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

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

- is disabled and has specific additional needs
- has special educational needs whether or not they have an EHC (education, health and care plan)
- is a young carer
- is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups
- is frequently missing or goes missing from care or from home
- is misusing drugs or alcohol
- is at risk of modern day slavery, trafficking or exploitation.
- is facing challenging family circumstances, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- has an age inappropriate understanding of sexualised behaviours
- is privately fostered.

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

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

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

Contextualised safeguarding

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

Children with Special Educational Needs

We recognise that children with special educational needs or disabilities (SEND) can face additional safeguarding challenges. Children with SEND 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 SEND and disabilities being disproportionately impacted by things like bullying without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- addressing individual behaviour concerns and incidents taking into account the child's SEND and disability.

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger. If staff have concerns about a child they will need to decide what action to take and a discussion should take place with the Designated Safeguarding Leads 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 by one of the Designated Safeguarding Leads (or another member of staff if necessary).

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:

- Key facts will be established in language that the child understands and the child's words will be used in clarifying and expanding what has been said
- No promises will be made to the child e.g. to keep secrets
- Staff will stay calm and listen actively 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 electronic record will be kept by the staff including the time the conversation with the child took place, what was said and comments on the child's body language
- Staff should not make children write statements about abuse that may have happened to them

- Staff will reassure the child and let them know that they were right to inform them. They will tell the child that this information will now have to be passed on
- The Designated Safeguarding Leads will be immediately informed
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's social care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response
- The police will only be contacted directly in an emergency.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved. The only people who should investigate child abuse and harm are social care, the police or the NSPCC.

Confidentiality

We recognise that all matters relating to child protection are confidential. However, a member of staff must never guarantee confidentiality to children, nor will children 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 Leads and/or to children's social care. When a child is in immediate danger children's social care or the police will be contacted.

The Senior or Deputy Designated Safeguarding Leads will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

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

DfE guidance See also the NSCB guidance www.nottinghamshire.gov.uk/nscb

Information Sharing

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

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

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

Records and Monitoring

The school uses CPOMs, an electronic recording system to record all child protection, safeguarding and well-being concerns. Concerns are recorded under appropriate headings, alerting other relevant staff members, particularly the Designated Safeguarding Leads, as necessary. Any concerns about a child will be recorded as soon as possible and within 24 hours and the time, date and person completing the entry is automatically recorded. All entries provide a factual and evidence based account and accurately record any actions taken or to be taken. Where an opinion or professional judgement is recorded this should be clearly stated as such. Minutes of meetings such as child protection conferences can also be uploaded and stored securely on the system.

The system is monitored daily by a Deputy Designated Safeguarding Lead and staff have varying degrees of access to the system on a need to know basis.

Any paper files received regarding a child will be kept in the head teacher's office, securely stored and away from their main pupil file. Main pupil file in the school office should have a **red C** in the top right hand corner to denote a separate file exists.

At no time should an individual 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. An electronic body map should be used in accordance with recording guidance to map any injuries to a child.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.

Electronic and paper files will be available for external scrutiny 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.

We acknowledge information can be lost when it is not recorded. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved or one with parental health issues. Professional judgement will therefore be an important factor when making this decision and will need clear links between the school's well-being team and the Designated Safeguarding Leads.

Child protection or confidential electronic entries should be identified in the event of:

- A referral to MASH or children's social care
- A number of minor concerns on the child's main school file
- Any child open to social care

Child protection entries may include:

- Records of concern in more detail and body maps where appropriate
- Records of concerns and issues shared by others

The school will keep electronic records of concerns about children even where there is no need to refer the matter to MASH or children's social care immediately. Records will be kept up to date and reviewed regularly by the Designated Safeguarding Leads to evidence and support actions taken by staff in discharging their safeguarding arrangements. Any original notes will be retained (clearly identified as such) as they are a contemporaneous account and may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

Where children leave our school we will ensure all child protection and safeguarding entries are transferred to their new school or college as soon as possible (this should be within five days). This should be transferred separately and securely from the main pupil file and a confirmation of receipt should be obtained. It is good practice, wherever possible, for any paper files to be hand-delivered to the receiving Designated Safeguarding Lead and the contents discussed. This is also the case with the handover of electronic files to ensure children subject to child protection and safeguarding concerns are well supported and any transition arrangements or change of school or education provision are seamless.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every episode, incident, concern and activity regarding that child, including telephone calls to other professionals, is recorded electronically on CPOMs taking account of the holistic needs of the child, and any historical information held on the child's file. This includes 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.

Support and advice will be sought from social care or early help whenever necessary. In this way a picture can emerge which will assist in promoting an evidence based assessment and determining any actions that need to be taken.

This may include no further action, an EHAF or a referral to MASH or children's social care in line with the NCC Pathway to Provision Version 7 document published March 2018.

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

The Designated Safeguarding Leads have a systematic means of monitoring children known or thought to be at risk of harm through CPOMs and ongoing conversations with the school's well – being team. These discussions ensure staff members contribute to assessments of need and support multi-agency plans for those children.

Educating Children

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

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

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

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

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

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.

- If parents or carers are concerned that their child is being contacted by adults as a result of having 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. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

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

Resources parents could highlight to their children

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

The following appendices are a part of this policy:

Appendix 1	NCC LA Flow Chart - What to do if you are worried a child is being abused
Appendix 2	Body Maps Guidance

Appendix 1

Abbey Hill Primary and Nursery School Child Protection & Safeguarding Flow Chart What to do if you are worried a child is being abused, at risk of harm or neglect

A member of staff or volunteer has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviour

A child or young person discloses abuse or neglect

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

You discuss your concerns with the Senior or Deputy Designated Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with children's social care or MASH if a new concern
- Concerns and discussions, decisions and reasons for decision should be recorded on CPOMs under the child protection and any other relevant heading.

Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) or social care.
Have child & family's personal details to hand and be clear about concerns or allegations

Safeguarding concern resolved or no longer held
Agree support, record decision and any follow up actions

Children's Social Care
During office hours Monday to Friday
Multi Agency Safeguarding Hub MASH
Tel: 0300 500 80 90
If the child is at immediate risk dial 101 and ask for assistance
Record all decisions and actions, working to agreed outcomes and timescales.
Escalate any emerging threats or concerns by adopting Nottinghamshire Safeguarding Children Board procedures
www.nottinghamshire.gov.uk/nscb

For out of hours contact
Emergency Duty Team
5pm – 8.30pm
Tel:
0300 456 4546

Unmet needs identified
Decide what actions are needed to support the child

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

For allegations or concerns regarding any adult who works with children either in paid employment or voluntarily, contact the LA Designated Officer (LADO)

Tel: 0115 8041272

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

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

Appendix 2

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. They are recorded and stored electronically on CPOMs.

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 member of staff 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. Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g. MASH or the child's social worker if already an open case to social care.**

When an injury to a child has been noticed, the following information should be recorded in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm, left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round, square, straight line.
- Colour of injury - if more than one colour, say so.
- Any broken skin
- Any swelling at the site of the injury or elsewhere
- Any scab, blistering or bleeding
- Whether the injury is clean or if there is any grit or fluff etc.
- Whether mobility is restricted as a result of the injury
- Whether the site of the injury feels hot
- Whether the child feels hot
- Whether the child is in pain
- Whether the child's body shape has changed or they are holding themselves differently

The date, time, name and designation of the person entering these details will be recorded on the system.

Ensure First Aid is provided where required and record what was done and by whom.

