

SAFEGUARDING AND CHILD PROTECTION POLICY

SEPTEMBER 2018

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS).

Salterford House School recognises its responsibilities for safeguarding children and protecting them from harm. The school is committed to acting in the best interests of the child and we will take action to enable all children to have the best outcomes.

Safeguarding is the responsibility of all who work, volunteer or learn in our school and all are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Kimberley Venables or Deputy Designated Safeguarding Lead (Deputy DSL) who is Karen Stopher. Everyone who comes into contact with children and families has a role to play.

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 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 into this policy.

Salterford House School recognises it is an agent of referral and not of investigation. Any person may make a referral including whistle blowing to external agencies such as Nottinghamshire County Council Local Safeguarding Children's Board or Multi Agency Safeguarding Hub (MASH) or Local Authority Designated Officer (LADO) and the police, if necessary.

Role	Name	Contact Details
Designated Senior Person for Child Protection (including EYFS)	Miss Kimberley Venables	0115 9652127
Designated Deputy Person for Child Protection (including EYFS)	Mrs Karen Stopher	0115 9652127
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/ LADO	Eva Callaghan	0115 8041272
MASH (Multi-agency Safeguarding Hub)	MASH Piazza, Little Oak Drive Sherwood Business Park Annesley, Nottinghamshire NG15 0DR.	0300 500 80 90
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546

SAFEGUARDING

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. 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 our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and volunteers and are consistent with those of 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

Working Together to Safeguard Children 2018 (page 6)

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

Safeguarding is not just about protecting children from deliberate harm. It also relates to 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/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 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 Salterford House 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 therefore, led by senior members of staff aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to taken in conjunction with the Designated Safeguarding Lead. Although any staff can make a referral to children's social care where a child is identified as being in immediate danger there should be no delay in a member of staff reporting the concerns directly to children's social care or the policy as required.

The Snr Designated Safeguarding Lead (DSL) 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 PSHE or SRE 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
- 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 2018 to:

- Ensure we have a Snr Designated Safeguarding Lead (DSL) (who is a member of the school/college leadership team) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role
- Ensure that we have a Designated Teacher for Looked-After children
- Ensure every member of staff (including temporary and supply staff and volunteers) knows the name of the Snr Designated Safeguarding Lead and their deputy(s) responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and 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 and safeguarding by setting out its obligations in the school prospectus and on the school's website
- Notify Children's Social Care if there is an unexplained absence of 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 a locked cabinet in an office (not a classroom)
- 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 procedure if there is any concern about the actions or inaction of social care staff or staff from other agencies

Supporting children

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

The school will endeavour to support the pupil through:

- The content of the curriculum
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy and anti-bullying policy 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 Version 7, published in March 2018), Behaviour and Attendance Service and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised

Safe Staff and Supporting Staff

- The leadership of the school will ensure that all safer working practices are followed according to DfE statutory guidance Keeping Children Safe in Education in force from 3rd September 2018. Staff will be informed of any changes to practice.

- School leaders and staff 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 Employee 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 deputy DSL must be informed immediately and the DSL MUST NOT BE INFORMED. If the allegation is made against the DSL, the deputy DSL must be informed immediately and the Head MUST NOT BE INFORMED. (This is to ensure there is no conflict of interest due to the family relationship between the DSL and the Head.)
- We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer
- 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. Advice and support will be made available by the Safeguarding Children in Education Officer (SCIEO), LADO
- All new employees will be appropriately inducted to their role and the Induction Checklist for Safer Recruitment can be accessed from the school office.

Links to other policies

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

Accessibility Plan

Anti-Bullying Policy

Attendance Policy

Behaviour Policy

Single Central Record of Recruitment and Vetting Checks

Complaints Policy

Cyber –bullying Policy

E Safety Policy

Equality Policy

Freedom of Information Policy

Female Genital Mutilation (FGM) Guidance

Radicalisation – Prevent Duty Policy

Home-school Agreement Document

Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges

Physical intervention/positive handling Policy

Register of Pupil Attendance
Relationships and Sex Education Policy
Special Educational Needs Policy
Staff Behaviour (Code of Conduct)
Staff Discipline, Conduct and Grievance (procedures for addressing)
Whistle Blowing Policy

All Agencies

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 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 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 Salterford House School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education Part One. Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

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

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.

Staff responsibilities

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

To achieve this they will:

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

- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior 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)
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings.
- Carry out tasks delegated by the proprietor such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSIE 2018 Part Four), Nottinghamshire Safeguarding Children Board (NSCB) and Nottinghamshire County Council (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 Snr Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

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

Work with others

- Liaise with the Head Teacher/Principal (where the Snr Designated Safeguarding Lead role is not carried out by the Head Teacher) to inform him/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/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/ LADO Allegation Officer where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Board 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 Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 7, 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 in consultation with staff members and procedures are updated and reviewed regularly and implemented, and that the proprietor is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Liaise with the 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 Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their ‘child protection’, ‘child in need’ file or ‘confidential’ file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.

Availability

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

Head teacher

The Head teacher of the school will ensure that:

- The policies and procedures adopted by the school 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 such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Head Teacher will ensure all staff have access to and read and understand the requirements placed on them through:- the Whole School Child Protection Policy; the staff behaviour policy; the Code of Conduct; DfE Keeping Children Safe in Education guidance 2018, Part One, as a minimum, includign Annexe A.
- The Head Teacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 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, then the Head Teacher or Principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2018). If the allegation is against the Head Teacher/Principal then the Deputy DSL will manage the allegation – see below.

The proprietor

The proprietor will be 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 school 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 Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked- After Children is appropriately trained.
- Ensuring that all staff read and fully understand at least Part One of *Keeping Children Safe in Education 2018* 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 there is a training a 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 Snr Designated Safeguarding Lead and all other staff with designated safeguarding responsibilities 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 to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- Ensuring that if there is an allegation made against the Head Teacher or Principal that meets the criteria for a referral to LADO then the Deputy DSL will contact the LADO immediately (within 24 hours) – see Part Four of KCSiE (2018).
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).

- Ensuring 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 is included in child protection and safeguarding policy, sexting and the school's 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 child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training when interviewing.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

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

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training.
- The Designated Safeguarding Lead will also have details of the child's social worker. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
- We also recognise those children who were previously Looked –After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school, academy or college pastoral system. As a school, academy or college we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Identifying Concerns

All members of staff and volunteers 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.

Some of the Possible Indicators Could Include:

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

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some of the Possible Indicators Could Include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, 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.

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiety or unwillingness to remove clothes – sports/ PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

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

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

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

bullying (including cyberbullying)

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

sexual violence and sexual harassment

sexting (also known as youth produced sexual imagery; and

initiation, hazing type violence and rituals

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

Contextualised safeguarding

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

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents taking into account the child’s SEN and disability.

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child they will need to decide what action to take.

A discussion should take place with the Snr Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately by the member

of staff if required, with the Designated Safeguarding Lead being informed of the referral.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising and only using open questions;
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted direct in an emergency.

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

Confidentiality

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

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

The Head Teacher or Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a ‘need to know’ basis.

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

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, 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 on pages 20 and 21.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).
- Nottinghamshire Safeguarding Children Board (NSCB) Policy and Practice Guidance.

Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child’s person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance.

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

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a red C in the top right hand corner to denote a separate file exists.

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.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time.

On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

The Child Protection (CP), Child in Need (CiN) or Confidential file

The establishment of a 'CP, CiN or Confidential' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child

recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and Designated Safeguarding Leads in school (named designated person).

A ‘child protection’ or ‘confidential’ file should be commenced in the event of:

- A referral to MASH/Children’s Social Care
- A number of minor concerns on the child’s main school file
- Any child open to social care

It is suggested that within a child’s ’child protection’ or ‘confidential’ file there is:

- A front sheet
- A chronology
- A record of concern in more detail and body map, where appropriate
- A record of concerns and issues shared by others

The school will keep either written paper records of concerns about children even where there is no need to refer the matter to MASH/Children’s Social Care (or similar) immediately but these records will be kept within the separate concerns file. Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The ‘confidential’ file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

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

Recording Practice

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

A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

NB There are templates attached within the appendices, which include a case record, chronology sheet, record of concern disclosure sheet and body maps and guidance.

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAf should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision Version 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 Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Educating Young People

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 IT curriculum work to underpin a specific message such as 'sexting'.

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

- communication

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

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <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.

Deficiencies and Weaknesses: It is the duty of all members of Staff to draw to the attentions of the DSL any weakness or deficiencies in this policy which should be remedied immediately. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

Complaints and Monitoring: All complaints arising from the operation of this policy will be considered under the School’s complaints procedure, with reference to the school’s Designated Safeguarding Lead (DSL) and the NCC Safeguarding Children’s Board

Links to other 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 Policy*
- *Equality Policy*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints Procedure Statement*
- *E Safety Policy*
- *Health and Safety Policy*
- *Home-school Agreement Document*
- *Prevent Duty Policy*
- *Register of Pupil Attendance*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance (procedures for addressing)*
- *Schools information published on a website*
- *Whistleblowing Policy*
- *Physical Restraint policy*

This Child Protection Policy will be reviewed by the DSL and Head teacher annually.

Date of last review: September 2018

Date of next review: August 2019 or when new legislation is published

Key Contacts in addition to those stated on pages 1 and 2 of this policy

Ofsted

Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Tel: 03001234234

Email: enquiries@ofsted.gov

Web: www.ofsted.gov.uk

Independent Schools Inspectorate

CAP House, 9-12 Long Lane London, EC1A 9HA

Tel: 0207 600 0100

Email: info@isi.net

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181,

Darlington, DL1 9FA

Telephone for referrals: 01325 953 795

Email: customerservices@dbs.gsi.gov.uk

Telephone for customer services: 0870 909 08

NSPCC Child Protection Helpline: 0808 800 5000 ChildLine

Tel: 0800 1111 www.childline.org.uk

Website: www.isi.net

The following appendices are a part of this policy:

- | | |
|-------------|---|
| Appendix 1 | NCC LA Flow Chart ‘What to do if you are worried a child is being abused |
| Appendix 2 | Template: Case Record and Chronology form |
| Appendix 3 | Template: Logging a concern about a child’s safety and welfare |
| Appendix 4 | Template: Body Maps Guidance and Body Maps |
| Appendix 5 | Teaching Children to Keep Safe including eSafety (Also please refer to our e-safety policy) |
| Appendix 6 | INFORMATION FOR STAFF |
| Appendix 7 | Staff Training Record |
| Appendix 8 | Induction Checklist for Safeguarding |
| Appendix 9 | Prevent Duty and Radicalisation |
| Appendix 10 | Child Sexual Exploitation (CSE) Policy |
| Appendix 11 | ‘Honour-based’ violence |
| Appendix 12 | Peer on Peer Abuse Guidance |
| Appendix 13 | Children Missing from Education |

Salterford House School Child Protection/ Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'

Member of staff, volunteer has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviour

Where a child or young person discloses abuse or neglect

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

Discuss concerns with the Snr Designated/ Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern)
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or 'child protection' file should be opened, stored in line with the school child protection policy

Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/ families personal details to hand and be clear about concern/ allegations

Safeguarding concern resolved/no longer held

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

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

Out of hours Contact:-
Emergency Duty Team (5.00pm – 8.30m)
Tel: 0300 456

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

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) Tel:- 0115 8041272.
Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047
This flow chart is intended as a brief guide. Please refer to our Child Protection Policy

Appendix 2
Case Record/Chronology

CONFIDENTIAL

Sheet Number:

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

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this have happened?)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

**Check to make sure your report is clear to someone else reading it.
Please give this form to your Snr Designated Safeguarding Lead**

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

Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

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

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

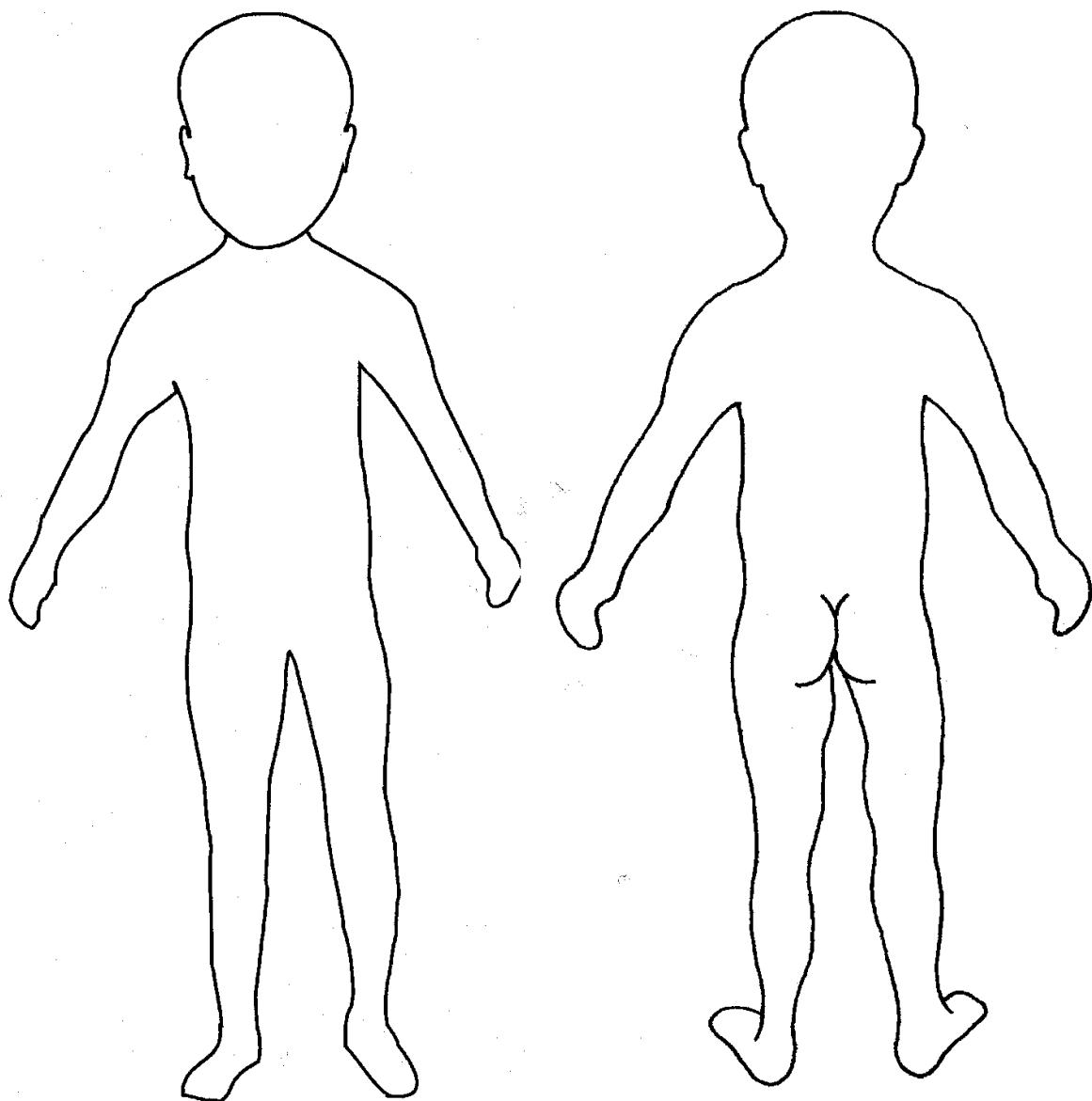
Names for
Child:

Date of
Birth:

Name of
Worker:

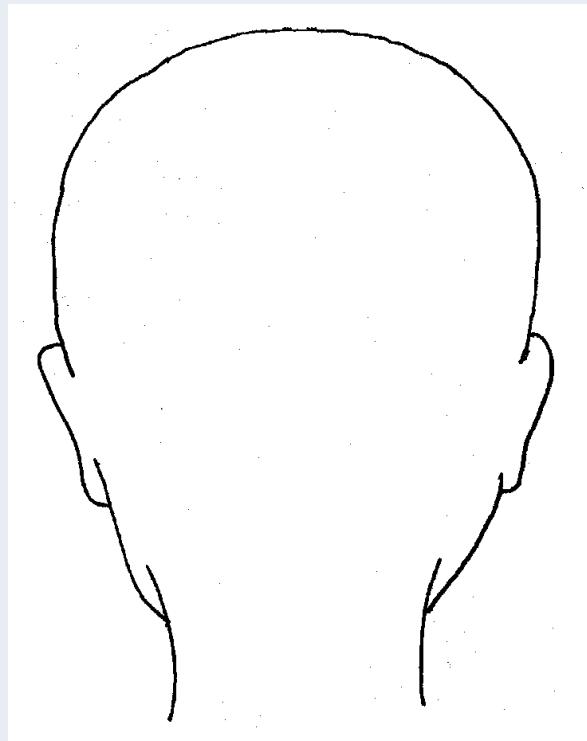
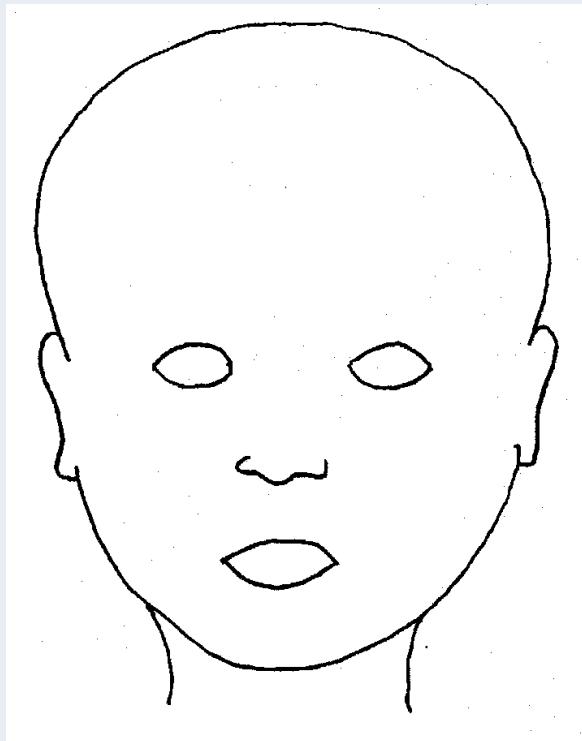
Agency:

Date and time of
observation:



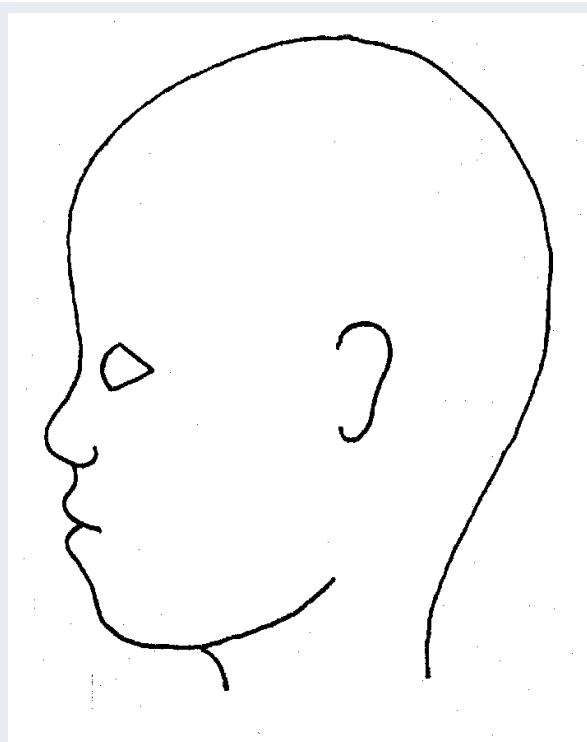
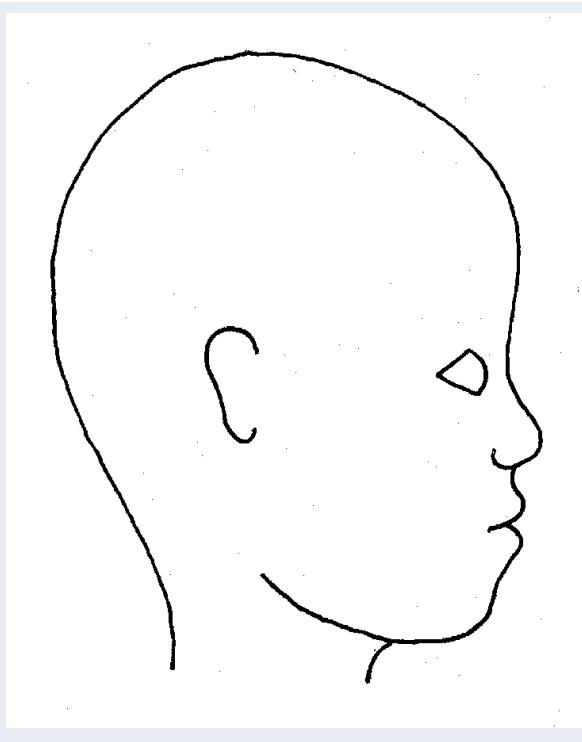
Name of
Child:

Date of
observation:



FRONT

BACK

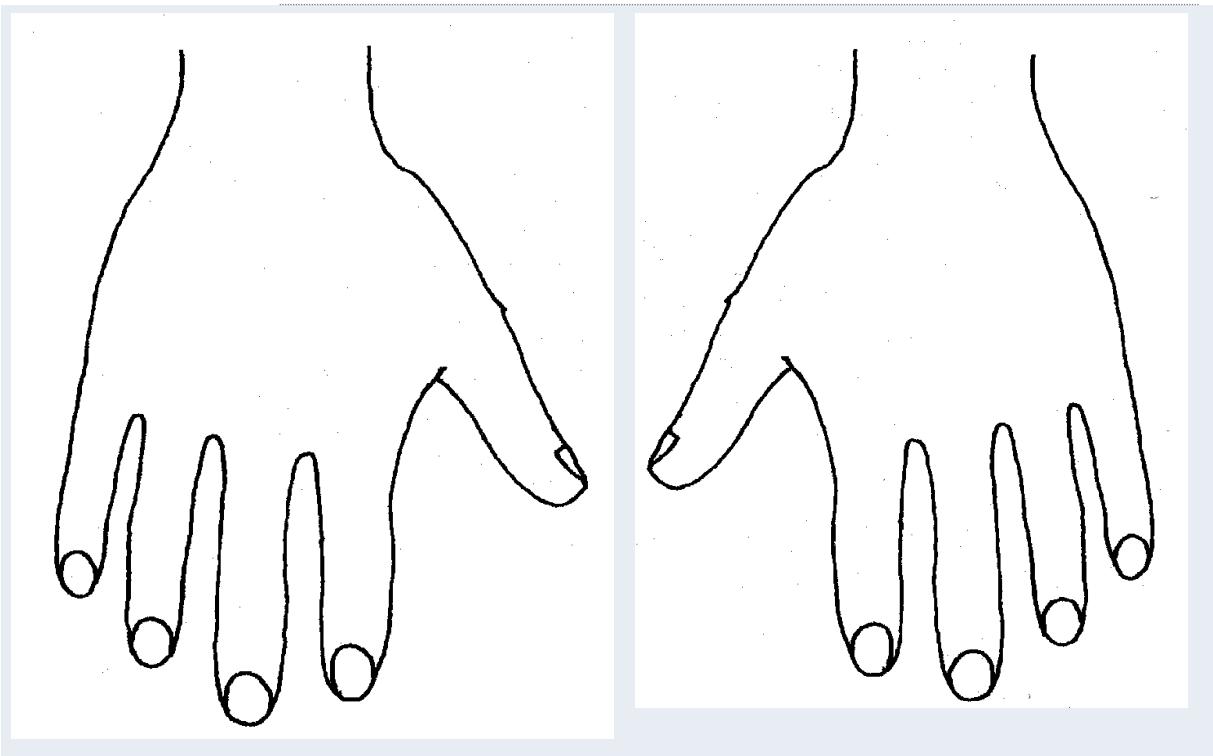


RIGHT

LEFT

Name of Child:

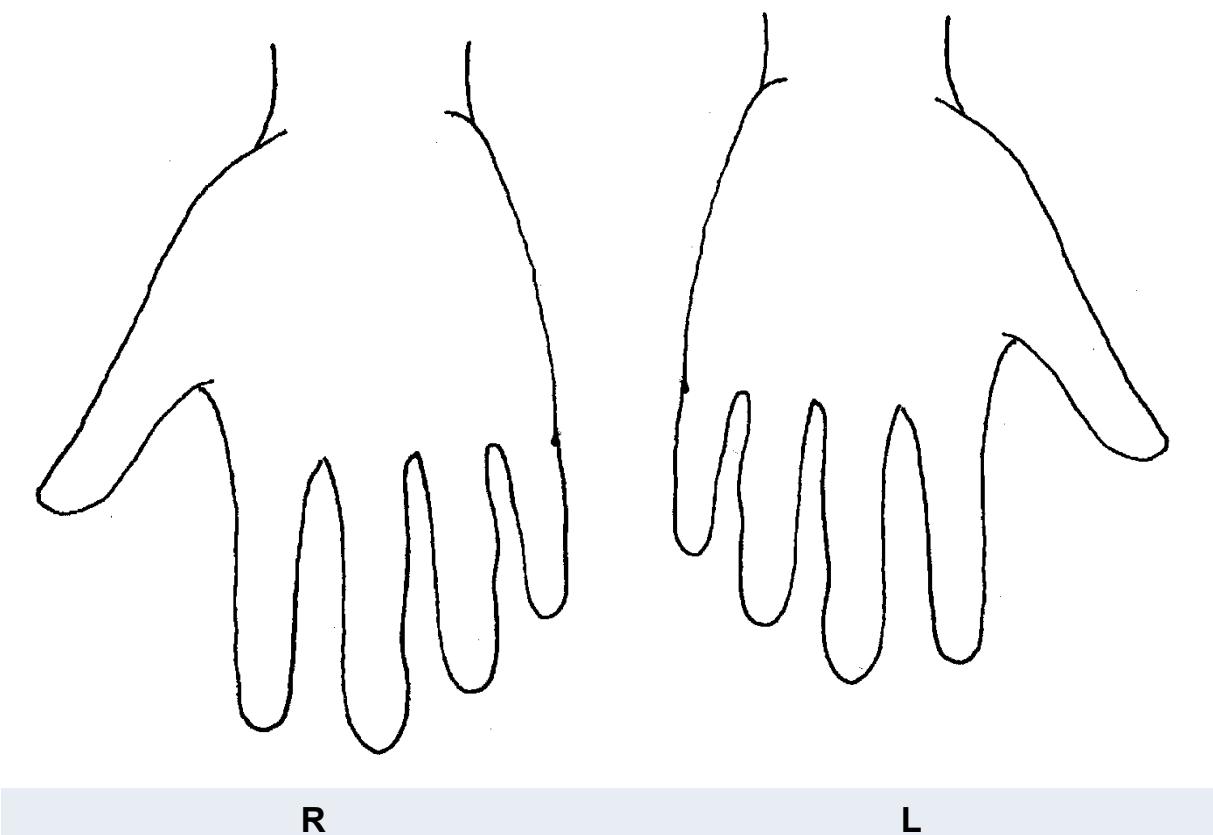
Date of observation:



R

L

BACK



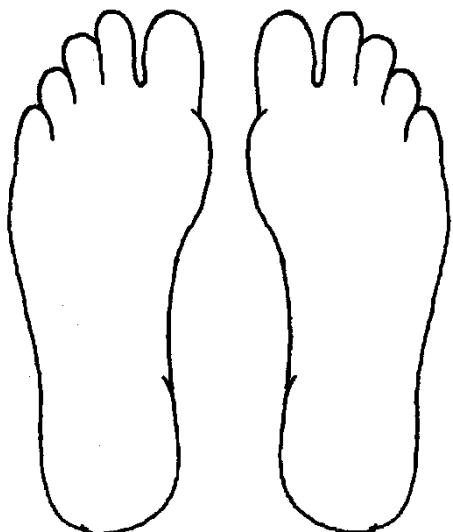
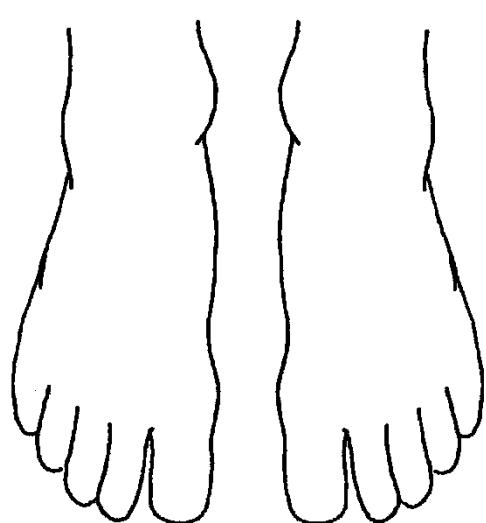
R

L

PALM

Name of Child:

Date of observation:



R

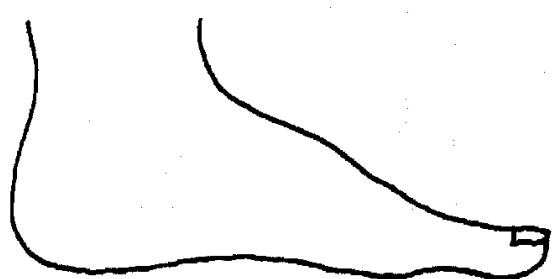
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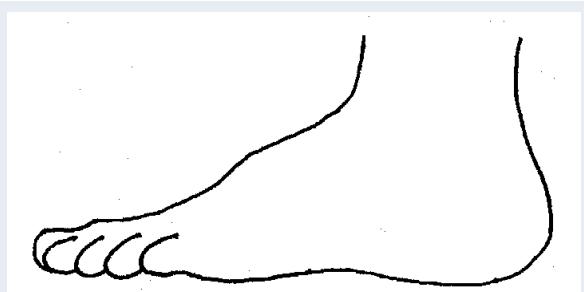
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Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Appendix 5

Teaching Children to Keep Safe including eSafety (Also please refer to our e-safety policy)

The Curriculum:

As a school we will educate pupils to Keep Safe through our school ethos and curriculum which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. We acknowledge the important role that the internet and curriculum can play in the prevention of abuse and in the preparation of our pupils' for the responsibilities of adult life and citizenship. Our aim is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults for example by taking part in charitable activities. We recognise that our senior leadership team need to consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils and ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work to entrench it in wider teaching and learning. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. Our teaching of personal, social, health, economic (PSHE) education and citizenship helps to develop appropriate attitudes and decision making skills in our children.

Cyber bullying is the unacceptable face of new technology, and we need concerted action across society to address it. All computer equipment and internet access within our school is subject to appropriate controls and Internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied at home. Staff are expected not to use any computer for personal reasons during school hours, unless this is essential. Technology can be misused, and this can be very hurtful for both children and teachers who are the targets of cyber bullying. Adults need to help the children and young people prepare for the hazards whilst promoting the many learning and social opportunities available. If staff contribute to internet blogs or access social networking sites such as Facebook, they should neither mention the School nor make any reference to the schools or their employment at them. Staff are also advised not to communicate with parents or pupils via social networking sites.

Integral to this, is our policy concerning Spiritual, Moral, Social and Cultural (SMSC) education. We actively and positively support core British values. From time to time staff will base circle time and assemblies on related topics. As part of developing

a healthy, safer lifestyle, pupils will also be taught to adjust their behaviours in order to reduce risks by:

- recognising and managing risks in different situations and deciding how to behave responsibly;
- judging what kinds of physical contact are acceptable and unacceptable;
- recognising when pressure from others (including people they know) threatens their personal safety and well-being;
including knowing when and where to get help;
- using assertiveness techniques to resist unhelpful pressure and emotional literacy
- safe use of electronic equipment and access to the internet.

In so doing we promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being. We also make use of the resources promoted by the DfE such as the UK Safer Internet Centre (www.saferinternet.org.uk) and also CEOP's Thinkuknow website (www.thinkuknow.co.uk)

In all cases of bullying, cyber-bullying and bullying outside of school staff must follow the school's reporting procedures and ensure the Headteacher and Deputy Head (DSL) are aware of such incidents. In any extreme cases the Headteacher and Deputy Head will decide whether it is appropriate to take the matter further and report the incident to outside agencies such as the police or children's social care.

THRESHOLD

So that it is easy to report bullying, including cyber-bullying and bullying outside school, the threshold for reporting a bullying issue to external agencies is understood following advice from DfE (<https://www.gov.uk/bullying-at-school/reporting-bullying>).

Records of bullying incidents are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. A bullying incident should be treated as a child protection concern and reported in line with our safeguarding procedures when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Appendix 6 INFORMATION FOR STAFF

Staff Code of Conduct - Power, Positions of Trust and Staff Behaviour

All staff are aware that they should safeguard children's well-being and maintain public trust as part of their professional duties. We adhere to this commitment with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct. All staff must be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them. Children will be treated with respect and dignity. No restraint, sanctions or rewards are applied outside of those detailed in our Behaviour Policy.

A 'no touch' approach is impractical for staff working with young children. It is not possible to be specific about the appropriateness of each physical contact; staff need to use their professional judgement. At the school we have a wide age range of pupils: staff should be aware that a definition of "appropriate contact" will change as pupils grow and mature. It is important that staff should avoid situations which are open to misinterpretation, particularly being alone with a pupil.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; including musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby.

Staff should be alert to the possible risks that might arise from social contact (including inappropriate electronic communication) with pupils inside and outside of the school, conveying a pupil by car and one-to one-sports or performing arts coaching. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Headteacher. Staff will only use the approved school email, school Learning Platform or other school approved communication systems with pupils or parents/carers/guardians. Our Staff Code of Conduct covers staff/pupils relationships and communications including the use of social media. Staff will not disclose their personal telephone numbers and home email addresses to pupils or parents. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.

Our whistleblowing policy is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture.

It is an offence for a person aged 18 or over, such as a teacher, 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, in the case of those over 16, the relationship is consensual.

Mobile Phones: Salterford House School allows staff to bring in mobile phones for their own personal use. If they need to make an emergency call, they must do so either in the staff room, the Headteacher's office, an empty class or outside of the school grounds. Staff should provide the school number to family and next of kin so in an emergency the member of staff can be contacted on the school phone. Mobile phone or camera technology may not be used to take photographs anywhere within the school grounds, instead digital cameras are available and may be used within the consent criteria guidelines. No personal cameras or mobile phones will be used in the EYFS setting. (Please see our Mobile Phone, Camera and Photograph Policy).

Staff Taking Medication or other Substances: Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If they are, they should seek medical advice and inform the Headmaster who will review the medical advice. We only allow staff to work with children if medical advice confirms that their ability to look after children is unlikely to be impaired. Should a member of staff need to bring their medication to school with them, it must be securely stored and out of the reach of children.

Arrangements for dealing with concerns, complaints or allegations of abuse against teachers and other staff: We take seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff. Immunity from retribution or disciplinary action against staff for whistle-blowing in good faith, as far as possible, is guaranteed by the school. This refers to any concern or allegation made by a member of staff regarding school practices or actions of colleagues which are likely to put pupils at risk of abuse or other serious harm. If the school was given information that suggested that a member of staff was abusing a child who is not a pu-

pil at the school, we would immediately pass such information to the LADO at NCC Local Safeguarding children's board, Single Point of Access (SPA).

The procedure is as follows:

We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident. Allegations are to be reported straight away, normally to the Designated Safeguarding Lead (DSL). If the DSL is absent the allegation is passed immediately to the Deputy Designated Safeguarding Lead (Deputy DSL) .The head is kept informed at all stages.

- Inform the DSL as soon as practical (within one hour) if a child makes an allegation against a member of staff, volunteer, or other adult on site. In either event, the DSL will immediately contact the LADO at the NCC Local Safeguarding children's board, Single Point of Access (SPA) to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. The police are also informed from the outset. Contact should be made within one working day of the allegation.

Our DSL will also

- Liaise with the Headteacher to inform them of issues, especially enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to colleagues on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- The LADO's contact details are stated on page 2 of this policy and repeated here as follows: Eva Callaghan 0115 8041272

We cooperate entirely with any investigation carried out by the LADO in conjunction with the police. Our policy is to suspend the member of staff for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff member as well as children and families throughout the process. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children is agreed with the LADO. If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

Allegations of abuse against the Headteacher

If the allegation concerns the Headteacher, the person receiving the allegation should immediately inform the DDSL and/or LADO, by-passing the DSL. The head should not be informed.

Dismissal or Resignation: Our school is committed to promptly report to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. To this end, we will report a person to the DBS if they are dismissed or leaves due to risk or harm to a child. We will also consider referring a person to the National College for Teaching and Learning (NCTL) as per the Independent Schools Inspectorate regulations (February 2016) for such reasons as unacceptable professional conduct.

We comply with our legal duty to immediately report to the Disclosure and Barring Service (DBS) whose contact details for referrals is PO Box 181, Darlington, DL1 9FA (telephone: 01325 953 795), any person who is considered unsuitable to work with children. In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no working, a course of initial teacher training, or volunteering. As an independent school, where a dismissal does not meet the threshold for a DBS referral, we give separate consideration to making a referral to the National College for Teaching and Leadership (NCTL). This also applies where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.

Referrals will be made as soon as possible after the resignation or removal of the individual and reports will include as much evidence about the circumstances of the case as possible. We also ensure that 'Compromise Agreements' or 'ACAS Agreements' never apply in such circumstances and appreciate that failure to make a report constitute an offence and that the school may be removed from the DfE register of independent schools. If there has been a substantiated allegation against a member of staff, the school works with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part four of the DfE guidance "Keeping Children Safe in Education".

Allegations of abuse by one or more pupils against another pupil: In circumstances where there is an allegation of abuse by one or more pupils against another pupil, the DSL will report this to the NCC, Single Point of Access (SPA) who will advise the DSL as to whether a formal referral should be made. All children involved, whether perpetrator or victim will be treated as “at risk.” (See Peer on Peer Abuse Guidance Appendix 12 for more information)

Looked After Children:

On the rare occasion that a looked after child is at the school we will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This includes ensuring that a designated member of staff has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan, contact arrangements with parents and delegated authority to carers. We are aware of the statutory guidance to local authorities on how they should support our school with the care and education of these pupils.

Vulnerable Pupils: Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to the NCC, Single Point of Access (SPA) Children’s Services. This will determine how and when information will be shared with parents and the investigating agencies.

Safeguarding Disabled children: Disabled children have exactly the same human rights as non-disabled children; to be safe from abuse and neglect, to be protected from harm and to achieve the ‘Helping Children Achieve More’ outcomes. Disabled children experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Our staff receive relevant training to raise awareness

and have access to specialist staff in the event they have concerns regarding abuse of a child. Some disabled children may be more vulnerable to abuse because they may:

- have fewer outside contacts than other children;
- receive intimate, personal care;
- have an impaired capacity to resist or avoid abuse;
- have communication difficulties;
- fear losing services;
- be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation).

Working in Partnership and Responding to Parents and Carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. We use clear statements in our brochures and correspondence and liaise with agencies (in the statutory, voluntary and community sectors) that are active in supporting families.

The Headteacher/DSL must be notified of a concern before involving parents/guardians/carers in conversations about abuse. Parents/guardians/carers will be informed as soon as possible about any concerns regarding their children. Parents/guardians/carers will usually be told the source of a referral if it comes from a professional agency such as Salterford House School. However, members of the public can ask to remain anonymous. The parent/guardian/carer will normally be contacted before a referral is made to the NCC Single Point of Access (SPA).

However, if the concern involves alleged or suspected sexual abuse, honour based violence, fabricated or induced illness or the Designated Safeguarding Officer has reason to believe that informing the guardian at this stage might compromise the safety of the child, or a staff member, there will be no contact by the school prior to the referral (although the reasons for this course of action will be documented on the referral).

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation to the NCC Single Point of Access (SPA). Referrals will be confirmed in writing. The School recognises the need to be alert to the risks posed by strangers or others (including the parents, guardians or carers of any pupils) who may wish to harm children both in and out of School.

Parents/guardians/carers are reminded that in matters of parental contact or residency, the school will not act as a mediator for parents. The school will seek to protect the interests of the child, first and foremost. Parents who expect the school to actively take sides outside the best interests of the child will find that their child is referred to the appropriate relevant agency to protect the child from being at risk of emotional harm. Contact orders (child access) must be given to the school by the parents so that these can be meticulously followed, including any timely revisions, in accordance

with our school's terms and conditions. Parents are informed of our safeguarding responsibilities; this policy is available on the schools' website and from the school office.

Contractors: Building contractors engaged by or on behalf of the school and undertaking works on site will be made aware of this policy and expected to adhere to it; their compliance will be monitored. Long-term contractors will be asked to provide their consent for DBS checks to be undertaken if a check is required for them coming into contact with children. Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. When large numbers of workers and sub-contractors are to be on site, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils. All contractors and sub-contractors will be issued with copies of our code of conduct for staff. We always check the identity of contractors and their staff on arrival.

Appendix 7
Staff Training Record

Name	Training	Date completed	Date for renewal
K Venables	Child Protection for Designated Person (NCC)	18/10/18	18/10/20
K Stopher	Child Protection for Designated Person (NCC)	18/10/2018	18/10/20
M Venables	Safeguarding Children online		
E Cooper	Safeguarding Children online	Oct 2018	
Clare Leverton	Safeguarding Children online	Oct 2018	
Cathy Collison	Safeguarding Children online	Oct 2018	
Sam Williams	Safeguarding Children online	Oct 2018	
Matthew Britten	Safeguarding Children online	Oct 2018	
Jo Bradley	Safeguarding Children online	Oct 2018	
Karen Stopher	Safeguarding Children online	Oct 2018	

Name	Training	Date completed	Date for renewal
Duncan Martindale	Safeguarding Children online	Oct 2018	
Sally Bedford	Safeguarding Children online	Oct 2018	
Lyn Holmes	Safeguarding Children online	Oct 2018	
Lauren Parker	Attended a Whole School Refresher run by NCC Feb 2017	Feb 2017	Feb 2020
Catherine Loizias	Safeguarding Children online	Oct 2018	
Susan Leigh	EDUCARE-Safeguarding Course (Music Teachers focus)	Feb 2017	Feb 2020
K Venables	Awareness of Prevent		
K Venables	Safer Recruitment (High Speed Training)		
E Cooper	Safer Recruitment (NSPCC)	Feb 2017	Feb 2020
K Baguley	What's new in Safeguarding (NCC)	April 18th 2017	April 18th 2020

WHOLE SCHOOL SAFEUARDING/CHILD PROTECTION REFRESHER
COURSE ON FEB 7th 2017

attended by:

M Venables, K Stopher, C Collison, C Leverton, L Holmes,, S Bedford, E Cooper, S Williams, M Britten, J Bradley, D Martindale, K Baguley, J Glover, C Loizias, K Cumberpatch, L Holmes

The remaining staff have completed online refresher training S Leigh, S McBride-
Feb/ March 2017

Appendix 8

Induction Checklist for Safeguarding

Name of Employee.....

Name of School.....

Name of head teacher/line manager.....

This checklist should be used for all school based employees and volunteers.

	<u>Check</u>
1. Employee informed that the senior designated safeguarding lead in school is	
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent	
3. Advised of and discussed the following school policies, covering the agreed procedures and expectations of staff under each one <ul style="list-style-type: none">- Code of conduct / Staff Behaviour Policy- Anti-bullying- Equality- Physical intervention- Internet safety (including social media)- Contact between staff and pupils outside the usual work context- Whole schools child protection policy and appendix templates- Allegations of abuse made against teachers and other staff- The management of visitors on site- Any other relevant policy as determined by the head teacher or DfE- Esafety Policy- Emergency Evacuation Procedure- Equality Policy- Health and Safety Policy and related issues	

<p>4. Advised of and discussed all statutory guidance for schools and the responsibility of staff within them.</p> <ul style="list-style-type: none"> - Keeping Children Safe in Education (senior designated lead officer will ensure <u>all staff read and have a copy of at least part one</u> of the latest edition of Keeping Children Safe in Education including Annexe A) - Working Together to Safeguard Children 2018 - Dealing with Allegations of Abuse made against Teachers and other Staff (Part 4 of the latest edition of KCSiE) 	
<p>5. Advised and discussed the Nottinghamshire and Nottingham City Safeguarding Children Boards' Safeguarding Children's Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscb</p>	
<p>6. Advised of and discussed the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the standards, 3rd bullet point)</p>	
<p>7. Arranged safeguarding training as detailed in the latest edition of Keeping Children Safe in Education and the NSCB Training programme</p>	
<p>Head teacher/line manager signature:..... Date:</p> <p>Employee signature..... Date:</p>	

Appendix 9

Prevent Duty and Radicalisation

There are now duties imposed on schools and other agencies in relation to the [**DfE guidance The Prevent Duty**](#). A new Prevent Policy has been written and will be reviewed annually.

Further advice in relation to this is within KCSIE 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).

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

The essence of our policy is that we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation.

As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, SEND policy, assembly policy, our SMSC and anti-bullying work and our IT policy.

For further details see Radicalisation and Extremism Policy

Appendix 10

Child Sexual Exploitation (CSE) Policy

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, money or affection) as a result of engaging in sexual activities. CSE can range from ‘consensual’ to serious organised crime by gangs. The perpetrator always has power over the victim which increases as the exploitative relationship develops. CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, cyberbullying and grooming. Some young people do not exhibit any external signs of abuse.

Salterford House 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.

Salterford House 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.

Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted and staff and pupils are vigilant. As part of this children will feel listened to and safe.

Appendix 11

'Honour-based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the multi-agency statutory guidance on FGM.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf.

Two specific examples of 'honour-based' violence are: female genital mutilation and forced marriage.

Female Genital Mutilation (FGM):

Professionals in all agencies need to be alert to the possibility and indicators of a girl having suffered or being at risk of FGM. Victims are likely to come from a community that practises FGM but girls at risk may not yet be aware of the practices or that it may be conducted on them; sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

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 our 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.

Our school therefore, led by senior members of staff 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 or others need to raise concerns, these can be to the Designated Person for Safeguarding who will coordinate a response. Concerns can be raised directly

with Children's Social Care but we would advocate contact with the Designated Person first unless in an emergency. In the absence of the DSL, the deputy Designated person should be contacted.

In the case of FGM, from October 2015, it has been mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's designated safeguarding lead and involve children's social care as appropriate. All cases where teachers believe that FGM has been carried out will be reported directly to the police.

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

It is recognised that children have a right to feel secure and cannot learn effectively unless they do so. Parents, guardians, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests. Our children have the right to respect and protection from abuse, regardless of age, gender, religion, race, nationality, sexuality, culture or disability.

Forced marriage

Forcing a person in to a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published multi-agency guidelines, available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PROTOCOL_GUIDELINES_v1_180614_FINAL.pdf.

Staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Appendix 12

Peer on Peer Abuse Guidance

Introduction

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

Keeping Children Safe in Education, 2018 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with' (page 24).

The document also states it is most important to ensure opportunities of seeking the voice of the child are heard. 'Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart..'

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Having a robust Online and Mobile Technology safety programme which develops pupils knowledge, understanding and skills, to ensure personal safety and self protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

At Salterford House School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

We 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

Sexting or youth produced digital imagery

Bullying

Radicalisation

Abuse in intimate relationships

Children who display sexually harmful behaviour

Gang association and serious violence

Hazing type violence and rituals

Technology can be used by for bullying and other abusive behaviour

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. All peer on peer abuse is unacceptable and will be taken seriously.

Procedure for Dealing with Allegations of Peer on Peer Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The Designated Safeguarding Lead should contact head to discuss the case.

The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.

If the allegation indicates that a potential criminal offence may have taken place, the police may become involved.

Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral.

The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding records.

If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Peer on peer abuse is a form of child abuse and will be dealt with as such. It should not be tolerated or passed off as "banter", just having a laugh," or "part of growing up."

Appendix 13 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 mid key stage because parents have relocated or have decided to send their child to a different school
- 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(Nottinghamshire)

The flow chart (located in the school office) summarises that every child should be accounted for, their whereabouts should be known or we will make a referral to the relevant service. We will not remove a child from our role until we have informed the local authority that this is happening.

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 Missing Officer Glen Scruby
Missing.CME@nottscce.gcsx.gov.uk
Tel no: 0115 8041045

Absence

Please refer to the School's Absence and Attendance Policy for full details.
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 speak to Nottinghamshire County Council's Glen Scruby, Children's Missing Officer.
Missing.CME@nottscce.gcsx.gov.uk
0115 8041045