



SALTERFORD HOUSE AND CHILD PROTECTION POLICY
MAY 2017

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 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.

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
	Mrs Karen Stopher	0115 9652127
Designated Deputy Person for Child Protection (including EYFS)	Eva Callaghan	0115 8041272
	LA Child Protection Contact/ LADO	0300 500 80 90
MASH (Multi-agency Safeguarding Hub)	NCC Children and Young People’s Dept, County Hall, West Bridgford, Nottingham, NG2 7QP	Tel: 01159 773935
Nottinghamshire Safeguarding Children’s Board,		

HOW TO RESPOND TO CONCERNS RELATING TO A SUSPECTED SAFE-GUARDING ISSUE – AN OUTLINE

All cases of suspected child abuse should be given the highest priority. The following sequence of events should be adhered to:

Where you think there might be reasonable grounds for suspecting abuse:

- LISTEN to what the child has to say. Do not discuss the situation; reassure the child but advise that you cannot promise to keep a secret.

- REPORT all suspicions immediately to our Designated Safeguarding Lead (DSL: Kimberley Venables 01159652127.

In the absence of the DSL inform the Deputy DSL : Karen Stopher 0115 9652127 who will then contact the local authority children's social care team / Local Authority Designated Officer (LADO).

(The Disclosure and Barring Service and Policy may also be contacted as appropriate)

ALLEGATIONS INVOLVING THE HEADTEACHER

The person making the allegation or having a concern must immediately contact the Single Point of Access (SPA) - Local Authority Designated Officer (LADO) by telephone on: 01623 433169 or outside of office hours the emergency duty team on: 01623 433169 and ask to speak with the LADO (Local Authority Designated Officer)

- RECORD in detail the circumstances (Including the nature and extend of any injuries) and the action taken. YOU MUST NOT INVESTIGATE THE INCIDENT NOR MUST YOU INFORM THE HEAD.

- REMEMBER – speed is essential

- MORE DETAILED INFORMATION REGARDING PROCEDURE MAY BE FOUND IN THE MAIN BODY OF THIS POLICY

WHAT OUR STAFF MUST KNOW AND DO

The Local Safeguarding Children Board (NSCB)

Our LSCB is Nottinghamshire County Council (NCC). Printed copies of the NSCB procedures are available from the school office. The NSCB can be contacted as follows:

Nottinghamshire Safeguarding Children's Board,
NCC Children and Young People's Dept, County Hall,
West Bridgford, Nottingham, NG2 7QP
Tel: 01159 773935

Website link: www.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb/

The NSCB is an independent board which has responsibility for coordinating the work of agencies within Nottinghamshire to safeguard and promote the welfare of children and for ensuring the effectiveness of that work. It provides safeguarding procedures and guidance, delivers a programme of multi-agency training and monitors safeguarding practice through multi agency audits, case reviews and performance information.

Concerns about a child

Children who have suffered or are likely to suffer significant harm are immediately reported to Children's Social Care. If at any time there is a risk of immediate serious harm to a child, a referral should also be made to Children's Social Care immediately.

The contact details are as follows:

Nottinghamshire Safeguarding Children's Board,
NCC Children and Young People's Dept, County Hall,
West Bridgford, Nottingham, NG2 7QP
Tel: 01159 773935

Website link: www.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb/

Children in need of additional support from one or more agencies

Referrals are made to NCC inter-agency assessment processes (Multi Agency Safeguarding Hub (MASH)) via a referral form, thus utilising the “Team around the Child” (TAC) approaches OR Single Point of Access (SPA) whose contact details are as follows:

MASH, Mercury House, Little Oak Drive. Sherwood Business Park, Annesley, Nottinghamshire, NG15 0DR

Tel: 0300 500 80 90

Email: mash.safeguarding@nottscc.gcsx.gov.uk

Early Help – Pathway to Provision

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

IF IN DOUBT, PHONE MASH.

Safeguarding Accusation Regarding an Adult

Allegations are to be reported straight away to the Designated Safeguarding Lead (DSL) who, whilst keeping the Headteacher informed, will immediately contact the Local Authority Designated Officer (LADO) 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. The contact details for the LADO are as follows:

Eva Callaghan LA Child Protection Contact

Tel: 0115 8041272.

eva.callaghan@nottscc.gov.uk

Concerns with regard to Preventing Radicalisation and Extremism.

Prevent adopts a multi-agency approach to safeguard and support vulnerable people at risk of radicalisation and extremism.

Staff must remember that Prevent is no different to any other form of safeguarding. If staff notice anything of concern- Notice-Check-Share

- Ask the opinion of someone you trust to see if they agree.
- Follow local guidelines and report concerns to your designated safeguarding lead or Prevent at Notts Police.
- Nottinghamshire Police Prevent Team Phone: 101 Ext 800 2962/2963
- The full Government Prevent Strategy can be viewed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
- If you have any questions about Prevent you can email prevent@nottinghamshire.pnn.police.uk

Non-urgent advice can be sought via the DfE: Preventing extremism in schools and children's services

Email: counter.extremism@education.gov.uk

Telephone 020 7340 7264

Salterford House School Commitment

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

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of Salterford House School's safeguarding and child protection policy.

The school will always act in the best interests of the child.

This policy complies with

Part 3, paragraphs 7 (a) and (b) of the Education (Independent School Standards) (England) Regulations in force January 2015, made under sections 94(1) and (2) of the Education and Skills Act 2008

Keeping Children Safe in Education (KCSIE) Information for all school and college staff (DfE: 2016)

Working Together to Safeguard Children (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2015)

Information Sharing : Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government: 2015)

Disqualification under the Childcare Act 2006 (DfE:2015)

Teachers' Standards (Guidance for school leaders, school staff and governing bodies)

Prevent Duty Guidance: for England and Wales (July 2015) (Prevent).

This policy is also in accordance with

the NCC Authority Local Safeguarding Children Board (LSCB) locally agreed inter-agency procedures, their safeguarding processes and procedures

What to do if you're worried a child is being abused. Advice for practitioners (HM Government: 2015)

Child Exploitation and Online Protection (CEOP) www.thinkuknow.co.uk

Cyberbullying: Advice for Headmaster and school staff (DfE: 2014)

Advice for parents and carers on cyberbullying (DfE: 2014)

The policy is consistent with any other relevant and current regulations and any other guidance concerning Safeguarding Children to which schools are obliged to have regard including The Children Act 1989 and 2004 and Section 157/175, Education Act (2002)

SAFEGUARDING

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

This 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; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18. We see it as our duty to prevent people from being drawn into terrorism.

Types and Signs of Abuse and Neglect including Possible Indicators

Types of Abuse and Neglect: Working Together to Safeguard Children (HM Government, 2015) defines abuse as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Working Together to Safeguard Children (HM Government, 2015) further states that the type of abuse and neglect include: Abuse and Neglect; Neglect; Physical abuse; Domestic Violence; Drug/alcohol abuse; Emotional abuse; Abuse of Trust; Sexual abuse; Children who sexually abuse; Child Sexual Exploitation; Child exploitation and E-safety; Female Genital Mutilation; Forced Marriages; Safeguarding Disabled Children; Disability and Vulnerability; Vulnerable Groups; Vulnerable Pupils; Children in Need; Significant Harm.

We understand that expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and at www.nspcc.org.uk. The GOV.UK website gives guidance on the following issues: Child Sexual Exploitation (CSE) (see also below), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM) (see also below), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse and trafficking

Signs and Symptoms of Abuse and Neglect

The four main categories of child abuse are as follows:

Physical Abuse
Emotional Abuse
Sexual Abuse, and
Neglect

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

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

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

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

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not

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

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

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

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

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

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:
assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
communication barriers and difficulties in overcoming these barriers.

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Pupils' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Prevent Duty (promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in order to comply with the Prevent Duty legislation and safeguarding obligations).

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Racist homophobic or transphobic abuse.
- Extremist behaviour (refer to the school's separate Prevent Duty policy).
- Child sexual exploitation.
- Sexting.
- 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, sexual exploitations, female genital mutilations and forced marriage.

Child Sexual Exploitation (CSE):

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.

'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 appro-

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 into 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_MULTIAGENCYPRACTICEGUIDELINES_v1_180614_FINAL.pdf

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

The Policy

There are five main aims 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, Salterford House School staff are well placed to observe the outward signs of abuse. Salterford House 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 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 and colleagues from other agencies.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
 - availability of local and online advice
 - recognising and managing risks including online, sexual exploitation and running away
 - developing healthy relationships and awareness of domestic violence, bullying and abuse
 - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure risks of harm to children's welfare are 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
- Provide first aid and meet the health needs of children with medical conditions.

- Ensure school site security.
- Address drugs and substance misuse issues.
- 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.
- Ensure that the school meets its statutory obligations and duties regarding the Prevent Duty Legislation (to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and to safeguard children from being radicalised).
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2016 to:

- Ensure we have a designated senior and deputy person for child protection who has received appropriate training and support for this role.
- Ensure every member of staff (including temporary and supply staff and volunteers) knows the name of the designated senior person 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 senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- 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.
- Escalate if there is any concern about the actions or inaction of social care staff or staff from other agencies.
- Ensure that a Prevent Duty action plan and policy are in place to address any safeguarding issues regarding extremism or radicalisation.

We require that:

- all staff and volunteers should know the name of the designated person for child protection and understand their responsibilities to safeguard and protect children;
- staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- staff and volunteers explicitly and immediately report to the Designated Safeguarding Lead (DSL) Headteacher of the school or the Local Authority any concern or allegation about school practices or the behaviour of staff and volunteers which are likely to put pupils at risk of abuse or other serious harm and provide immunity from retribution or disciplinary action against such staff for “Whistleblowing” in good faith is as far as possible guaranteed by the school
- at all levels, including newly appointed and ancillary staff have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.
- all staff have read KCSIE Part 1 (Sept 2016) including Annexe A

Our Generic Safeguarding Procedures:

It is not the role of staff to investigate or resolve allegations of abuse. Once an adult has clarified that a concern is present, information must immediately be passed on to the Designated Safeguarding Lead. Where a member of staff suspects abuse or a child/young person makes a disclosure of abuse or neglect we will:

- take the child seriously;
- listen carefully and record their concerns;
- tell the child they have done the right thing by telling us;
- clarify if necessary;
- make an accurate record as soon as possible and
- inform the DSL without delay.

We will not:

- promise confidentiality;
- investigate;
- ask leading questions and
- repeatedly question/ask the child to repeat the disclosure over and over.

If staff members have the slightest suspicion that a pupil is being physically, emotionally or sexually abused, they should bring this to the immediate attention of the Designated Safeguarding Lead so that appropriate action can be taken.

The following procedures are also part of the child protection process of our school. We:

- follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence;
- notify social care if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register;
- notify the Local Authority when a child moves to a new school at any point during their time at Salterford House School
- develop and then follow procedures where an allegation is made against a member of staff or volunteers
- If there is suspicion or allegations of abuse relate to the PREVENT strategy, the DSL will also contact Nottinghamshire Police on 01559 670999.

Our School will ensure that all staff, teaching, non-teaching and volunteers, will:

- be aware that they have individual responsibility for referring every complaint or suspicion of abuse from within or outside the School, and in all proper circumstances refer to the NCC and their contact details both during and outside office hours both midweek and at weekends. NCC, Single Point of Access (SPA) the police (CPU) (Tel: 0845 33 00 222) or the NSPCC (Tel:0808 800 5000) in accordance with the procedures published by the NCC Local Safeguarding children's board unless advised not to do so by an external welfare agency;
- keep a sufficient record of any significant complaint, conversation or event;
- have received a copy of the school's child protection policy and also know where the School's copy of the NCC Children Board Child Protection Procedures are located within the school office and displayed on the staffroom wall;
- ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on).

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision), behaviour and attendance service and education psychology service, use of Complex Case Resolution Meetings etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.
- A Prevent Duty policy which sets out how the school will address concerns regarding radicalisation and extremism displayed by children (in line with the Prevent Duty government legislation).

Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with DfE Keeping Children Safe in Education 2016. See School Safer Recruitment Policy for further details.
- Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour. The Guidance for Safer Working Practices for Adults who work with Children and Young People (DFCS 2009). This should assist in limiting complaints against staff of abuse of trust and/or allegations.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Senior/Deputy Designated Person) if the headteacher is not present, should be notified immediately. If it relates to the headteacher, the Deputy DSL and LADO should be informed without delay. The head should NOT be informed. If the complaint is against the Deputy Head the Deputy DSL and LADO should be informed. The head and Deputy Should NOT be informed.
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the school.
- Advice and support will be made available by the LADO where appropriate
- Staff will be trained on the Prevent Duty legislation and the safeguarding procedures to follow in school related to this.

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.

Safety in the school: No internal doors to classrooms will be locked whilst pupils are present in these areas. Entry to our school premises will be controlled by doors that are secured physically or have constant staff supervision; carelessness in closing any controlled entrance will be challenged. Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity or school visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or School Office. The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police and NCC, Single Point of Access (SPA) with a view to alerting other local schools through appropriate systems. Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities for private use and with the prior consent of the school and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected. Volunteers will be subject to a close supervision risk assessment, working under the direction of an established member of staff. Volunteers will be subject to the same code of conduct as employees. All computer equipment and internet access within the school will be subject to appropriate “parental controls” and Internet safety rules and in line with our e- safety policy.

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 pupil 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, governor 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.

Confidentiality: We regard all information relating to individual child protection issues as confidential and we only pass information on to appropriate persons. Our staff listen to and support children but it must be made clear to the child that the person confided in must tell someone else so that the abuse can be dealt with. Keeping secrets with a child when told about an abusive situation only adds to the abuse. If the child then refuses to talk, staff should ensure that they know of other agencies they can turn to e.g. Child Line: 0800 1111. If an adult who works with the children in our school is in any doubt about whether to share information or keep it confidential, then guidance must be sought from the DSL and must be in line with locally agreed information sharing protocols.

Disqualification by Association - early years and later year's provision: Pre-appointment checks in this regard may also be needed for relevant staff, leaders and managers as part of following the KCSIE supplementary advice. Employees who teach or manage any aspect of provision for children up to the age of 8 years are not allowed (in accordance with regulations made under Section 75 of the Childcare Act 2006) to work in this capacity at our school if they, or others in their household are disqualified. This self-declaration form is incorporated into the appointments process for all staff. In the event of disqualification, the provider must cease employment. The grounds for disqualification are not only that a person is barred from working with children but also include whether they have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad; other orders have been made against them relating to their care of children and they have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering. Disqualification oc-

curs as soon as these criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. DfE has advised that relevant convictions are not considered "spent" in this connection. Staff who fall within the 'by association' rule may apply to Ofsted for a waiver of disqualification.

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*

All Agencies

- *Pathway to Provision (NCC)*
- *Escalation policy (NCC)*
- *Guidance for Headteachers and Business Managers when Children are Missing Education*

- *Inter-agency Safeguarding Children Procedures of the Nottinghamshire Safeguarding Children Board (NSCB) and the Nottingham City Safeguarding Children Board (NCSCB)*

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

Date of last review: Feb 2017

Date of next review: August 2017 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

Included within the policy are a number of appendices:

- Appendix 1 Roles and Responsibilities
- Appendix 2 Staff Training Records
- Appendix 3 Records and Monitoring
- Appendix 4 Template: Front Sheet
- Appendix 5 Template: Chronology
- Appendix 6 Template: Detailed Concerns
- Appendix 7 Template: Concerns Shared by Others
- Appendix 8 Body Map Guidance for Schools and Body Map Template
- Appendix 9 Induction Check list for Safer Recruitment
- Appendix 10 Prevent Duty and Radicalisation
- Appendix 11 CSE Policy
- Appendix 12 Peer on Peer Abuse
- Appendix 13 Children Missing in Education

Appendix 1

Roles and Responsibilities

Senior Designated Person Role

We have a Senior Designated Person for safeguarding children and child protection who has received appropriate training and support for this role. This Senior Designated Person is a senior member of the school leadership team.

We also have a Deputy Designated Person who will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Person in dealing with referrals, attending Child Protection Conferences and supporting the child/children. The DDSL will take responsibility for Safeguarding concerns in the absence of the DSL. The DDSL has the authority to pass on concerns about the head teacher and the deputy head to the LADO without informing either the headteacher or the deputy.

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

Responsibilities of the Senior Designated Person

Referrals, Tracking and Monitoring

The Senior Designated Person will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the Headteacher to inform her of any issues and ongoing investigations. The Senior Designated Person will ensure there is always cover for this role.
- Maintain an overview of all children about whom there are concerns ie: subject to a child protection plan, CiN plan, LAC, EHAF or there is a concerns file

All professionals working with children have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This includes the personal and professional duty to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to the NCC Local Safeguarding children's board, Single Point of Access (SPA). Our DSL

also links with the NCC to make sure staff are aware of training opportunities and the latest local policies on safeguarding. If the DSL has been accused of or under suspicion of abuse, the Deputy DSL assumes responsibility to report the matter, following the guidance listed in this document.

Training

The Senior Designated Person will attend training in order to:

- 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.
- Recognise and identify signs of abuse and understand when it is appropriate to make a referral to children's social care.
- Ensure each member of staff has access to, and understands this policy, especially new or part-time staff who may work with different educational establishments.
- Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Be proactive in identifying suitable training courses that would develop and enhance their knowledge and attend any relevant or refresher training courses as a minimum every two years.
- understand the board's approach to Prevent duties.

Raising Awareness

The Senior Designated Person will:

- Keep themselves up to date with national and local safeguarding procedures and ensure staff in the school access regular training and updates, bringing to the attention of the Headteacher any shortfalls to enable, resolve and affect positive outcomes.
- Ensure the school's safeguarding and child protection policy is updated and reviewed annually, and work with the proprietor regarding this.
- Contribute to any development work within the school
- Ensure parents have access to copies of the safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Ensure when children leave the school, that their safeguarding/child protection file is discussed with the Senior Designated Person at the new school, as soon as possible and that it is transferred separately to the main pupil file. This file will document all concerns as well as child protection and safeguarding concerns.

Roles and Responsibilities of the Headteacher/ Proprietor

The Headteacher of the school will ensure that:

- The policies and procedures are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Senior Designated Person and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff have access to and read:- the Safeguarding and Child Protection Policy, the staff behaviour/conduct policy and DfE Keeping Children Safe in Education guidance 2016, Part one, as a minimum.
- That all staff will receive regular safeguarding and prevent duty training to allow them to fulfil their legal obligations in both of these areas

- Ensuring that the school has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them.
- Ensuring all staff who work with children, undertake training (including On-line Safety) which is kept up-to-date by refresher training at yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.

Appendix 2:
Staff Training Record

Name	Training	Date completed	Date for renewal
K Venables	Child Protection for Designated Person (NCC)	18/10/16	18/10/18
K Stopher	Child Protection for Designated Person (NCC)	18/10/2016	18/10/18
M Venables	Safeguarding Children online (Handsam)	30/8/16	30/8/17
E Seabrooke	Safeguarding Children online (Handsam)	31/8/16	31/8/18
Clare Leverton	Safeguarding Children online (Handsam)	22/8/16	22/8/18
Cathy Collison	Safeguarding Children online (Handsam)	22/8/16	22/8/18
Sam Williams	Safeguarding Children online (Handsam)	16/8/16	16/8/18
Matthew Britten	Safeguarding Children online (Handsam)	31/8/16	31/8/18
Jo Bradley	Safeguarding Children online (Handsam)	21/8/16	21/8/18
Karen Stopher	Safeguarding Children online (Handsam)	22/8/16	22/8/18

Name	Training	Date completed	Date for renewal
Duncan Martindale	Safeguarding Children online (Handsam)	31/8/16	31/8/18
Cheryl Dillon	Safeguarding Children online (Handsam)	31/8/16	31/8/18
Lucie Goodhead	Safeguarding Children online (Handsam)	30/8/16	30/8/18
Sally Booth	Safeguarding Children online (Handsam)	25/8/16	25/8/18
Susan Leigh	Safeguarding Children online (Handsam)	11/10/15	11/10/17
Ken Cumberpatch	Safeguarding Children online (Handsam)	31/8/16	31/8/18
John Stopher	Safeguarding Children online (Handsam)	28/6/16	28/6/18
Martin Gregory	Safeguarding Children online (Handsam)	17/10/15	17/10/17
Brooke Bathgate Smith	Safeguarding Children online (Handsam)	29/8/16	29/8/18
Lauren Parker	Safeguarding Children online (Handsam)	31/8/16	31/8/18
Lyn Holmes	Safeguarding Children online (Handsam)	31/8/16	31/8/18
Caroline Castanon	Safeguarding Course(refresher training)	Date on file	

Name	Training	Date completed	Date for renewal
Lauren Parker	Attended a Whole School Refresher run by NCC Feb 2017	Feb 2017	Feb 2020
Catherine Loizias	Safeguarding Children online (Handsam)	25/10/16	25/10/17
Susan Leigh	EDUCARE- Safeguarding Course (Music Teachers focus)	Feb 2017	Feb 2020
K Venables	Awareness of Prevent (Child Protection Company)	2/1/16	2/1/18
K Venables	Safer Recruitment (High Speed Training)	19/10/15	19/10/17
E Seabrooke	Safer Recruitment (NSPCC)	Feb 2017	Feb 2020
K Venables	Child Protection for Designated Person (NCC)	18/10/16	18/10/18
K Stopher	Child Protection for Designated Person (NCC)	18/10/2016	18/10/18
K Baguley	What's new in Safeguarding (NCC)	April 18th 2017	April 18th 2020

All teaching staff participated in a Safeguarding Refresher Course, run by the DSL in September 2015.

All teaching staff participated in an INSET session run by the DSL regarding PREVENT in January 2016.

All teaching staff participated in a twilight staff meeting update with regard to their responsibilities relating to FGM in April 2016.

All staff were updated at INSET Sept 2016- staff meetings always contain Safeguarding updates which are passed on to every member of staff through minutes.

ICT Safety training completed during Spring Term 2017

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

attended by:

M Venables, K Stopher, C Collison, C Leverton, L Holmes, L Goodhead, S Booth, E Seabrooke, S Williams, M Britten, J Bradley, D Martindale, K Baguley, M Gregory, B Bathgate, J Glover, C Loizias, C Dillon, K Cumberpatch, J Stopher, L Holmes
The remaining staff have completed online refresher training S Leigh, S McBride-
Feb/ March 2017

Appendix 3

Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

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

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

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

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

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

Why recording is important

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

The concerns file

The establishment of a 'concern' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ ie a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in school (named designated person).

A 'concern' or 'confidential' file should be commenced in the event of:

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

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

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

The school will keep written records of concern about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the Senior Designated Person to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

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

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

Recording Practice

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

A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern. ***NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.***

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision document.

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

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

Appendix 4 INFORMATION/FRONT SHEET

Name:		DOB:	Class/Form:	Ethnicity:	
Home Address:			Telephone: e mail:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?					
Members of household					
Name	Age/DOB	Relationship to child	Home work	Contact No	
Significant Others (relatives, carers, friends, child minders, etc)					
Name	Relationship to child		Address	Tel No	
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child ie EHAF/ CPP/LAC/CiN	Tel No	Date	

Appendix 5

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 6

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 has happened)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Person for Child Protection.**

Part 2 (for use by Designated Person)

Time and date information received by DP, and from whom.	
Any advice sought by DP (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 (eg pupil file, serious incident book)?	
Should a concern/confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Appendix 7

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

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Person	
Name:	
Date and time:	

Appendix 8

Body Map Guidance for Schools

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record

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

BODYMAP

(This must be completed at time of observation)

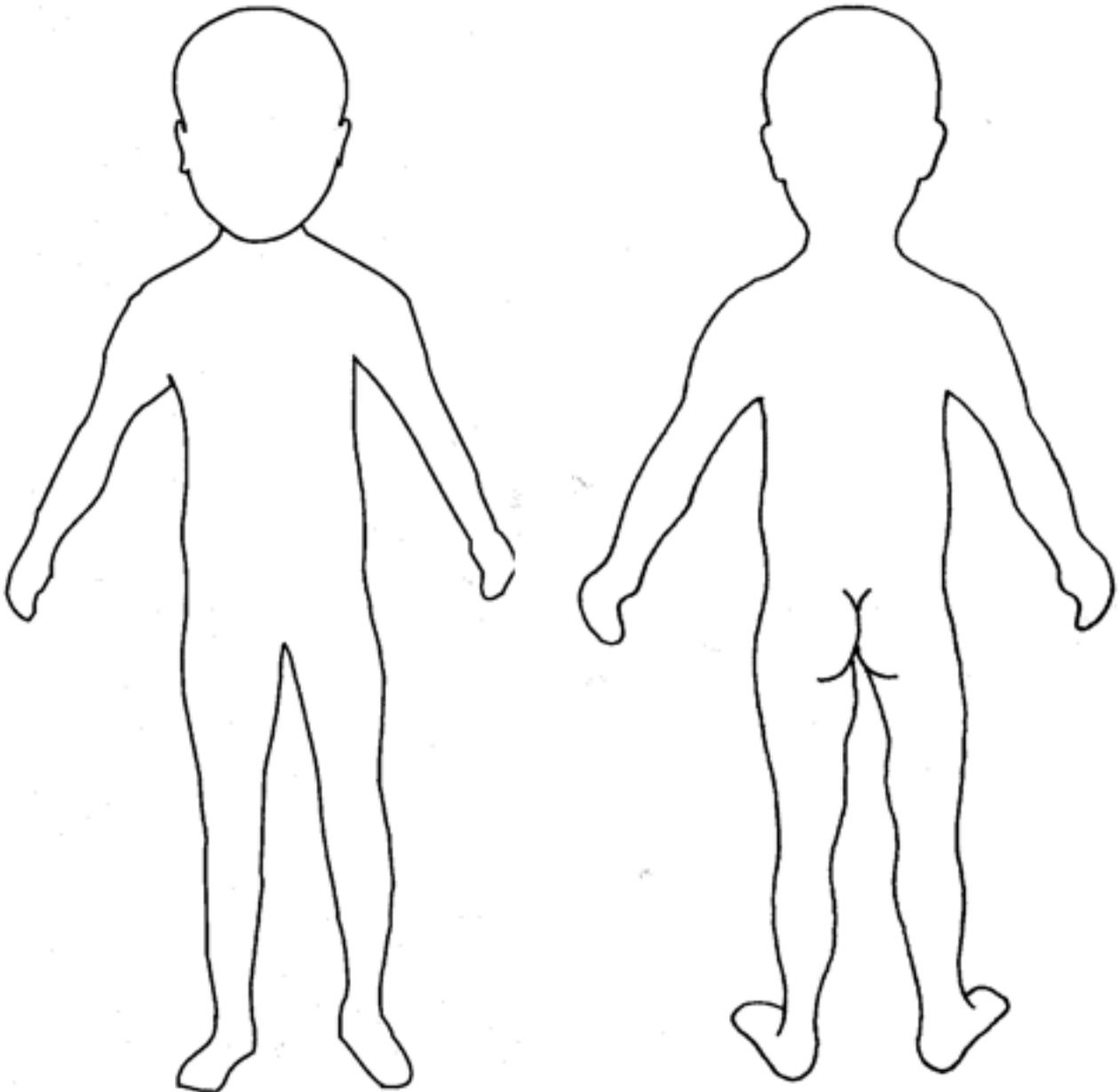
Names for Child: _____

Date of Birth: _____

Name of Worker: _____

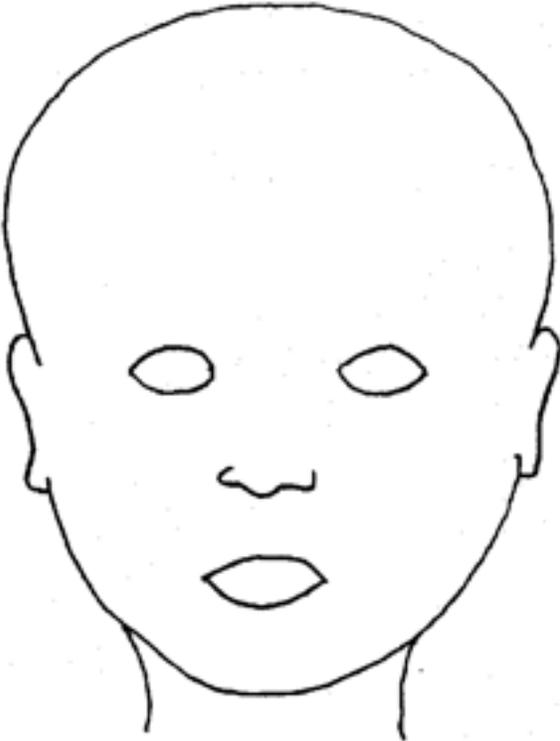
Agency: _____

Date and time of observation: _____

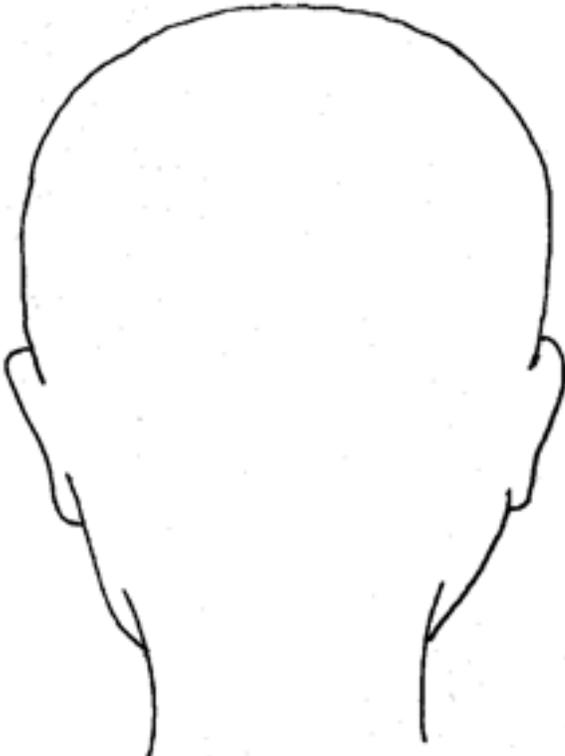


Name of Child: _____

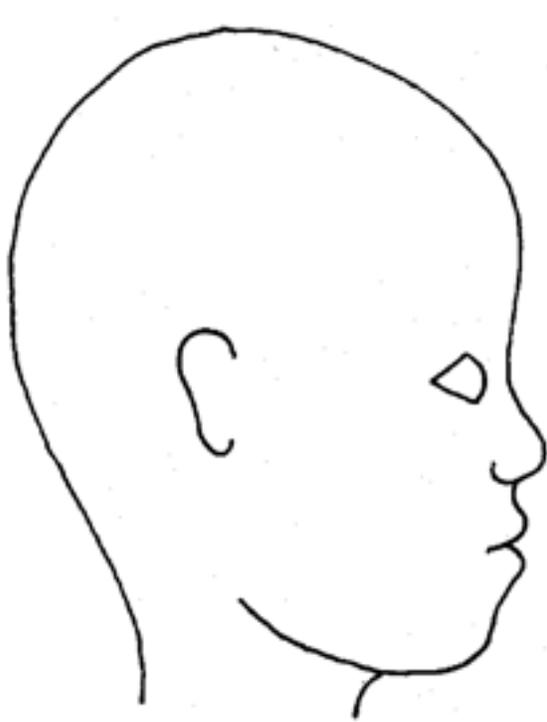
Date of observation: _____



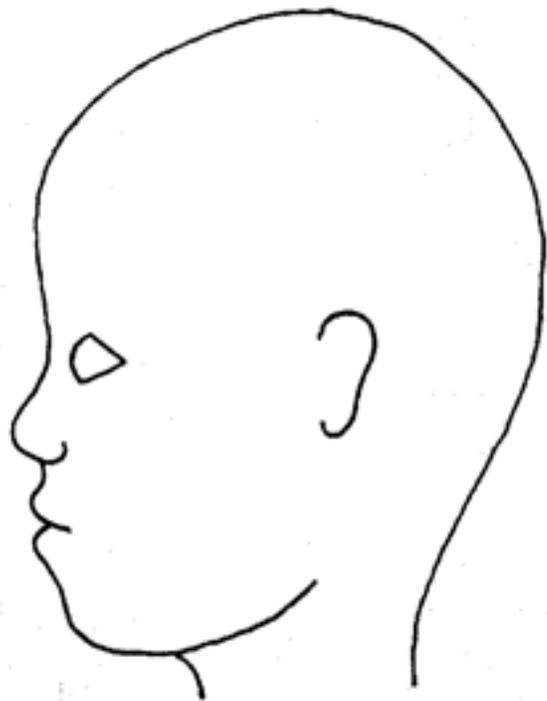
FRONT



BACK



RIGHT



LEFT

Name of Child: _____

Date of observation: _____



R



L

BACK



R

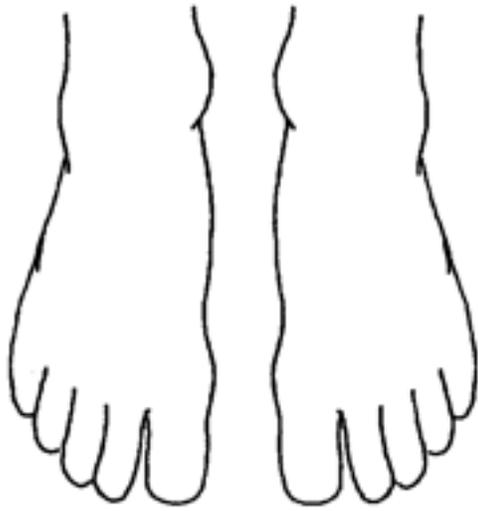


L

PALM

Name of Child: _____

Date of observation: _____



R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name and
Signature of worker: _____

Date: _____

Time: _____

Role of Worker _____

Appendix 9

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>
<p>1. Employee informed that the senior designated safeguarding lead in school is</p>	
<p>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</p>	
<p>3. Advised of and discussed the following school policies, covering the agreed procedures and expectations of staff under each one</p> <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 2015 - 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 2015/2016 found at www.nottinghamshire.gov.uk/nscb</p>	
<p>Head teacher/line manager signature:.....Date:</p> <p>Employee signature.....</p> <p>Date:</p>	

Appendix 10

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 11

Child Sexual Exploitation (CSE) Policy

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 12

Peer on Peer Abuse Guidance

Introduction

Keeping Children Safe in Education, 2016 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 19). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, ‘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, any system and processes should operate with the best interests of the child at their heart.’

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

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.

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 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@nottscc.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@nottscc.gcsx.gov.uk

0115 8041045