



Nottingham University  
Samworth Academy

**WHOLE SCHOOL POLICY FOR CHILD  
PROTECTION TO SAFEGUARD  
AND PROMOTE THE  
WELFARE OF CHILDREN  
(Adopted from the Nottinghamshire County Policy)**

**INTRODUCTION**

Nottingham University Samworth Academy recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Pupils and Personnel Committee of the Governing Body.

Date of last review: July 2016

Date of next review: July 2017

NUSA - Whole School Child Protection Policy - updated July 2016

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## **Academy Commitment**

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

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

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2016 and HM Working Together to Safeguard Children 2015 which are incorporated into this policy.

## **SAFEGUARDING**

### **Safeguarding children is defined as:**

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

### **Safeguarding and promoting the welfare of children is defined as:**

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes
- Working together to Safeguard Children 2015 p16

### **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.

## **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.
- 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 and so called Honour Based Violence
- Peer-on-Peer Abuse;
- Understanding the additional safeguarding vulnerabilities of learners with SEN and disabilities, and how those barriers can be overcome.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include but not limited to bullying including cyber bullying, gender based violence/sexual assaults and sexting.

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

Knowing what to look for is vital to the early identification of abuse and neglect. Where staff or others need to raise concerns, these can be to the Designated Person for safeguarding who will coordinate a response. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care but we would advocate contact with the Designated Person first.

If staff members are unsure they should always speak to the designated safeguarding lead.

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

# The Policy

## There are five main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practise 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, academy staff are well placed to observe the outward signs of abuse. The academy 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.
- Support and plan for young people in custody and their resettlement back into the community.

- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.
- Ensure that procedures are in place to support students at risk of extremism and radicalisation. Work within the PREVENT strategy to support students once concerns are identified.

**We will follow the procedures set out by the Nottingham City 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 we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body 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.
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.
- Appoint a designated teacher to promote the educational achievement of children who are looked after
- To ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe.

## **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 Family Support Pathway), behaviour and attendance service and education psychology service.
- 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.
- This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing Local Authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

## **SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO Extremism and Radicalisation**

The school has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause. Staff are expected to be vigilant in protecting pupils from the threat of radicalisation and refer any concerns to the Designated Safeguarding Lead. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify pupils at risk, challenge extremist ideas and know where and how to refer concerns.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 13

School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### **Safer Recruitment Staff and Supporting Staff**

- Safer recruitment processes will be followed in accordance with DfE Keeping Children Safe in Education 2016
- For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. A person will be considered to be engaging in regulated activity if as a result of their work they:
  - will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
  - will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children;
  - engage in intimate or personal care or overnight activity, even if this happens only once.
- 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.
- Staff Code of Conduct (Staff behaviour Policy) Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in



staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.

- If staff members have concerns about another staff member then this should be referred to the head teacher or principal. Where there are concerns about the head teacher or principal this should be referred to the chair of governors. Where staff do not feel comfortable taking the above steps they may contact the NSPCC whistle-blowing helpline number 0800 028 0285.
- there must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the LADO and where and appropriate to the leadership team.

This should be read in conjunction with NUSAT: **Recruitment and selection procedures for employees and volunteers**

### **Links to other Local Authority policies**

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

### **Pertinent to these policies are a number of appendices:**

Appendix 1	Roles and Responsibilities
Appendix 2	Identifying Concerns
Appendix 3	Confidentiality
Appendix 4	Records and Monitoring
Appendix 5	Template: Front Sheet
Appendix 6	Template: Chronology
Appendix 7	Template: Detailed Concerns
Appendix 8	Template: Concerns Shared by Others
Appendix 9	Body Map Guidance for Schools and Body Map Template
Appendix 10	Template: Safeguarding Children Data Base
Appendix 11	Template: School's Safeguarding Action Plan
Appendix 12	Template: Auditing of Pupil Records
Appendix 13	Indicators of vulnerability to radicalisation
Appendix 14	Signs/Indicators of Abuse or Neglect
Appendix 15	Child Sexual Exploitation
Appendix 16	Female Genital Mutilation
Appendix 17	Online Safety
Appendix 18	Private Fostering

These are available on request from Alison Ingram; [a.ingram@nusa.org.uk](mailto:a.ingram@nusa.org.uk)

# 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 five Deputy Designated Persons 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.

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 head teacher (where the Senior Designated Person role is not carried out by the head teacher) to inform him/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, CLA, EHAF or there is a concerns file (*Appendix 9 may assist*).

### Training

The Senior Designated Person will attend training in order to:

- Have a working knowledge of how the Nottingham 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 with ongoing updates in between and at least annually.

## **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 and Named Child Protection Governor 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 governing body/proprietor regarding this.
- Contribute to any development work within the school (*Appendix 10 may assist*).
- 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**

### **The head teacher of the school will ensure that:**

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the 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 Whole School Child Protection Policy, the staff behaviour/conduct policy, and DfE Keeping Children Safe in Education guidance 2016, Part one, as a minimum and ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities.

## **Roles and Responsibilities of our Governing Body**

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

- Ensuring that the school has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them.
  - Ensuring there is an individual member of the governing body to champion child protection issues within the school, liaise with the head teacher about them, and provide information and reports to the governing body. However, it will not be appropriate for that person to take the lead in dealing with allegations of abuse made against the head teacher. That is more properly the role of the chair of governors or, in the absence of a chair, the vice chair. Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring the head teacher and all other staff who work with children, undertake training which is kept up-to-date by refresher training and updates at least annually
- 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

### Identifying Concerns

All members of staff, volunteers and governors will know how to respond to a pupil who discloses abuse, or where others raise concerns about them and will be familiar with procedures to be followed.

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

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child eg to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Question normally without pressurising and only using open questions.
  - Leading questions should be avoided as much as possible.
  - Questioning should not be extensive.
- Staff will not put words in the child's mouth but note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Senior Designated Person will be immediately informed, unless the disclosure has been made to them.
- In addition to this staff will use mechanisms in school to flag up children who would benefit from early help they may do this through the completion of a concern form, referral to SEN or raising them at Team Around The Child Meeting.

## **Appendix 3**

### **Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to a pupil.

Where there is a child protection concern it will be passed immediately to the Designated Senior Person and/or to Children's Social Care.

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

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

## Appendix 4

### Records and Monitoring

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

**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 NSCB 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

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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 NSCB/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 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 CLA, 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 NSCB/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 multiagency plans for those children.

# Appendix 5

## INFORMATION/FRONT SHEET

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

## Appendix 6

## Chronology

**CONFIDENTIAL**

Sheet Number:

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

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

## Appendix 7

### Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b> .....		
<b>Print</b>	<b>Signature</b>	
<b>Job Title:</b>		
<b>Note the reason(s) for recording the incident.</b>		
<b>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?</b>		
<b>Professional opinion where relevant (how and why might this has happened)</b>		
<b>Note actions, including names of anyone to whom your information was passed.</b>		
<b>Any other relevant information (distinguish between fact and opinion).</b>		

**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)

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

## Appendix 8

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

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

## Appendix 9

### 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.

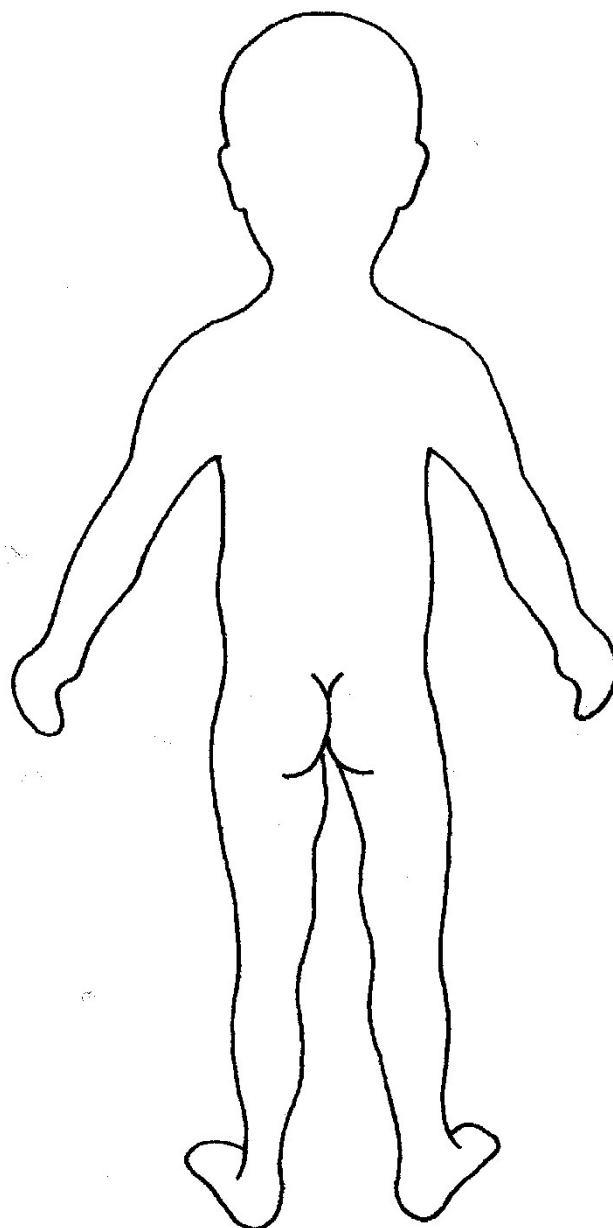
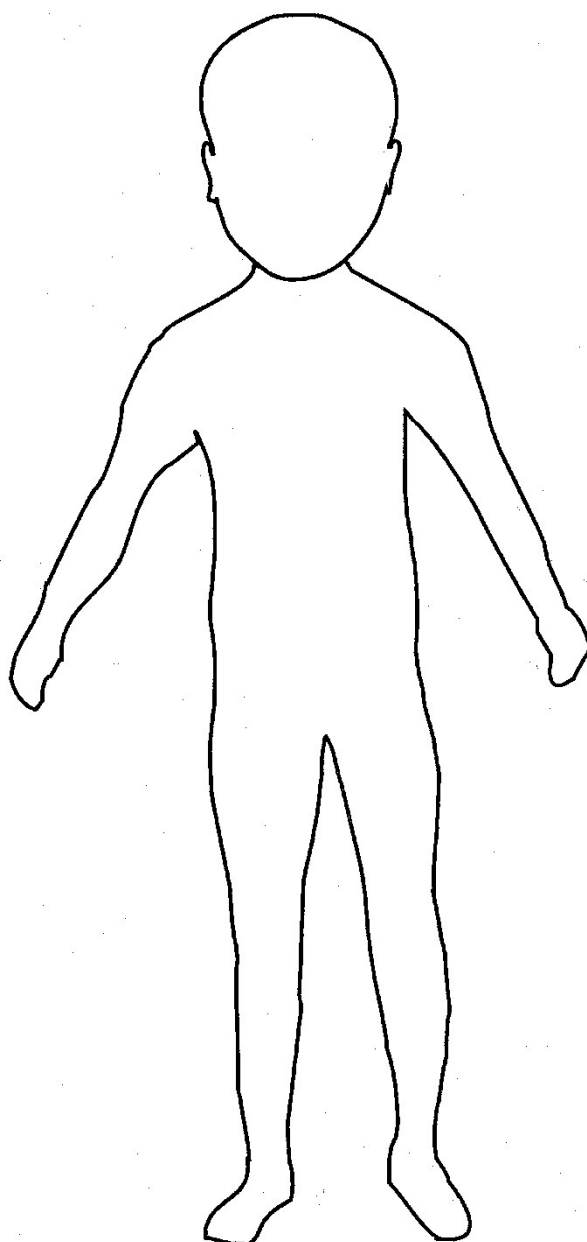
## BODYMAP

**(This must be completed at time of observation)**

Names for Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

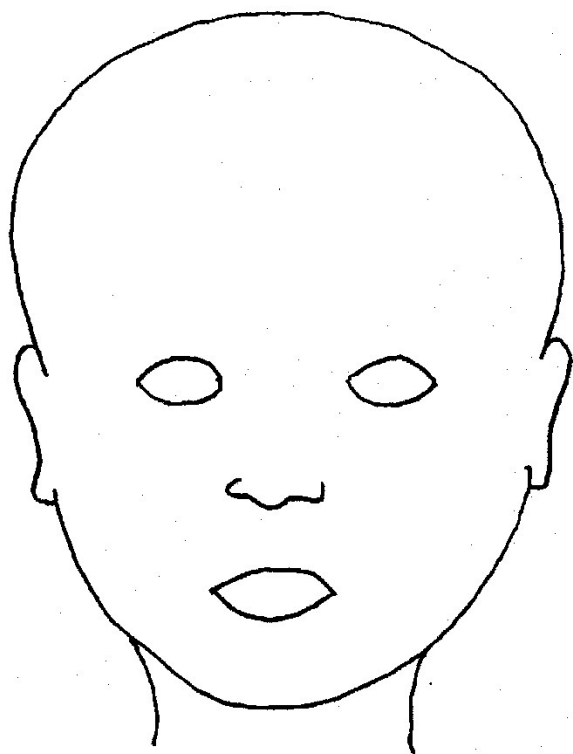
Name of Worker: \_\_\_\_\_ Agency: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_

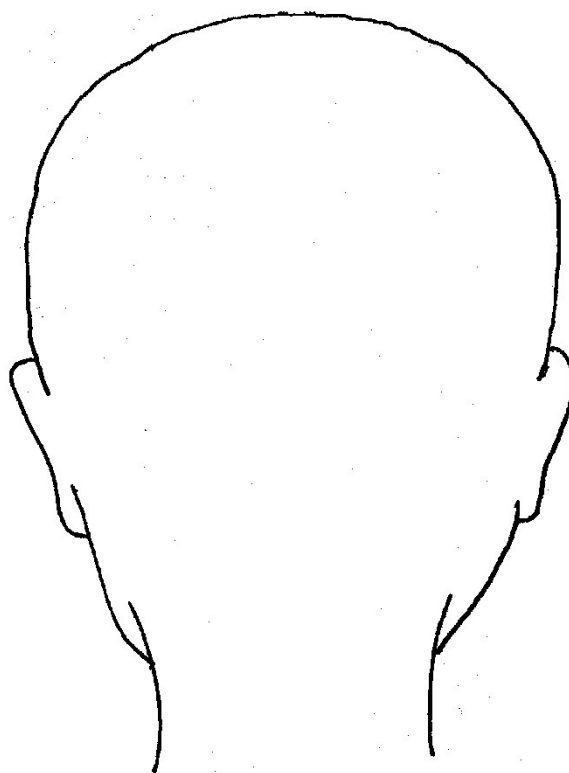




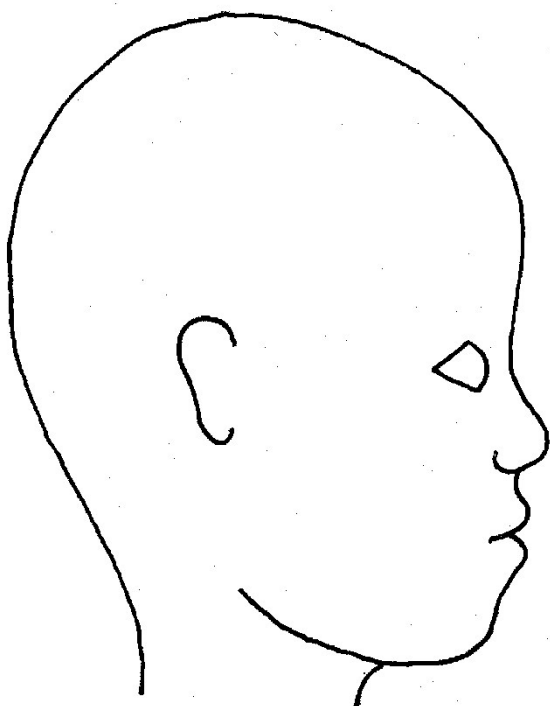
Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



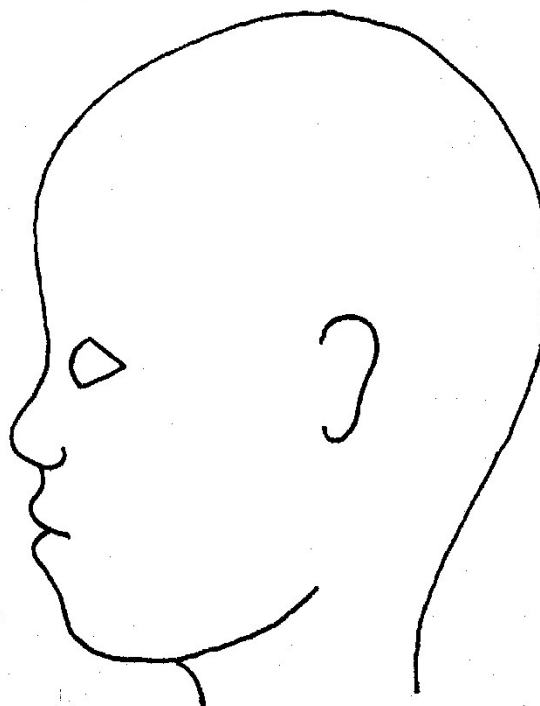
**FRONT**



**BACK**



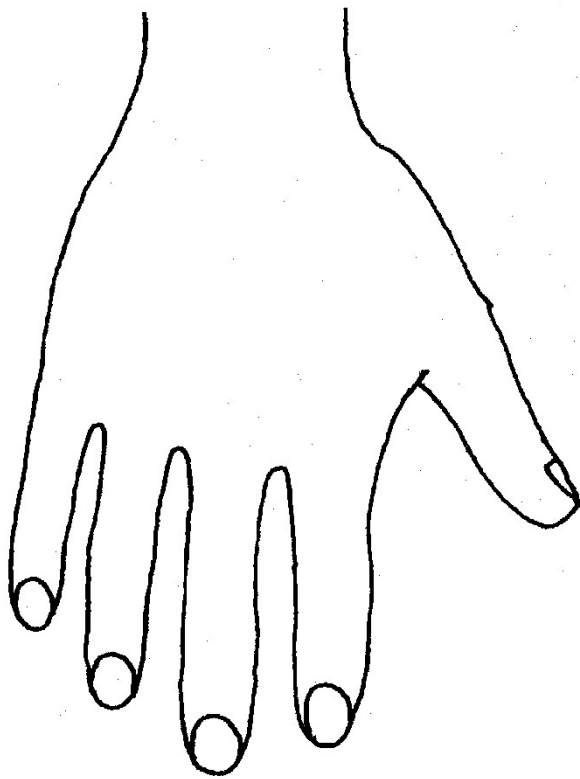
**RIGHT**



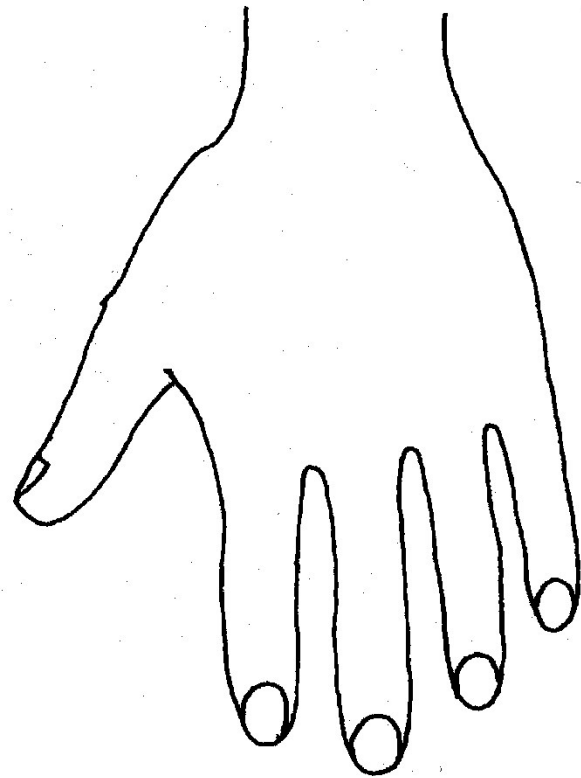
**LEFT**

Name of Child: \_\_\_\_\_  
NUSA - Whole School Child Protection Policy - updated July 2016

Date of observation: \_\_\_\_\_



R



L

**BACK**



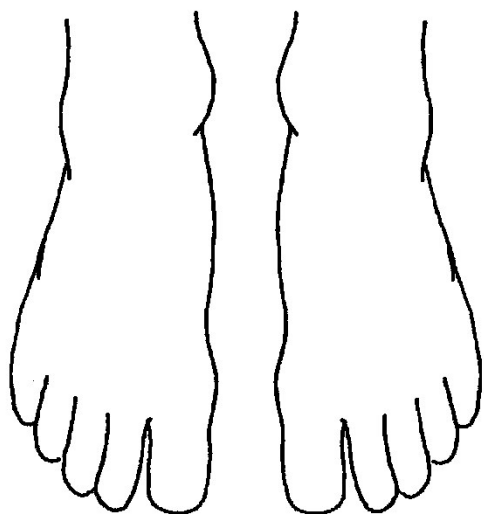
R



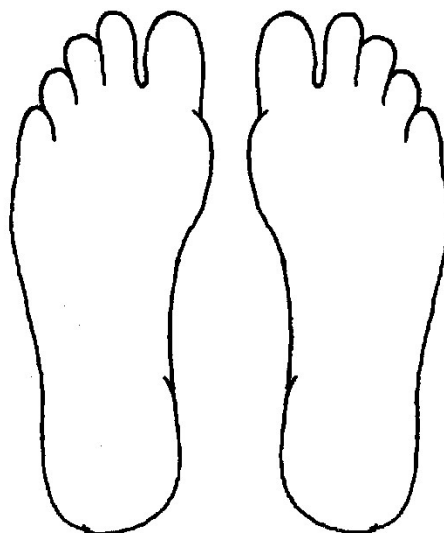
L

# PALM

Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



R TOP L



R BOTTOM L

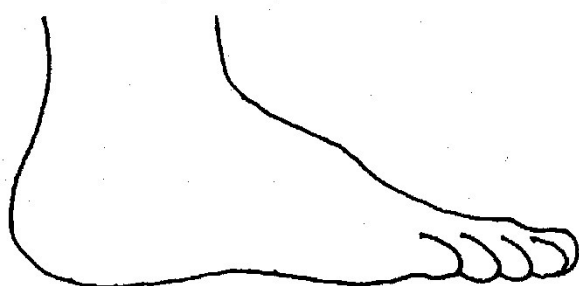


R



L

INNER



R



L

OUTER

Printed Name and  
Signature of worker:

Date:

Time:

---

Role of Worker

---

Other information:

---



## Appendix 10

## Safeguarding Children Data Base (blank template)

[illegible]

## Safeguarding Children Data Base (example template)

Name of Child	DOB Form	Home Address	Parents/carers contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
<b>Michael Smith</b>	17-4-1999 7EJ	8 Fair View Carlton Nottingham. NG Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433  John Newton ISS Tel:- 01623 433433	Child Protection	<b>ICPC</b> 28-6-2010 <b>RCPC</b> 15- 12 2010  <b>Core group Mtgs</b> 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010
<b>Amy Plant</b>	14-10-1999 8PT	9 Loveday Road, Carlton Nottingham NG Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection  Child In Need	<b>ICPC</b> 12-11-2009 <b>RCPC</b> 23-3-2010  <b>CiN</b> 12-5-2010 21-7-010
<b>Neil Brooks</b>	23-7-1995 10KL	22 Sandy Lane Arnold Nottingham NG Tel:- <b>Respite Care</b> 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:-  Jill Mob:-  Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need  Statement of SEN	<b>CiN</b> 22-7-2010  <b>SEN Review</b> 19-92010.

## Appendix 11

# School Safeguarding Action Plan

**Name of School:**  
**Completed by:**

**Date:**

**Aim: Enable the school to carry out their functions with a view to safeguarding and promoting the welfare of children.  
The following safeguarding areas have been highlighted for improvement:**

<b>Safeguarding Area</b>	<b>Safeguarding Requirement</b>	<b>Response</b>	<b>Action Taken</b>	<b>By Whom and Timeline</b>



## Appendix 12

### Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year. Guidelines for conducting such an audit are contained below and referred to in the Clerks briefing paper as Question 17.

#### Governor Compliance Checklist 2014-2015 Question number 17

##### Auditing your school's record keeping.

##### **Good record keeping is not bureaucracy it is safeguarding!**

**Background:** Recent serious case reviews and domestic homicide reviews in Nottinghamshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the Headteacher, Deputy Headteacher, Senior Designated Person, Deputy Designated Person, lead governor for safeguarding or any combination of these people.

**Purpose:** The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

**Sample:** Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

**Confidentiality:** Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

## Checklist:

To guide an audit of 'concern files' this checklist will help to identify key issues.

	Yes/No	Follow up action/further information
Does the child's main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)		
Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the concern file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's main pupil file and then transferred when the threshold for concern is reached and a 'concern file' is opened.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template or a similar school template to help them record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		
Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?		
Is there evidence that the school's Senior Designated Person has reviewed the file and discussed the child with relevant staff?		

Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing		
information with another agency, completing an EHAF or referral to another agency. Have these actions been followed through?		
<p>If meetings relating to the child and their family have been called did school:</p> <ul style="list-style-type: none"> <li>i) send a report if requested</li> <li>ii) send a representative</li> <li>iii) receive minutes of the meeting</li> <li>iv) complete any actions they were assigned by the meeting</li> <li>v) ensure that other key people in school were aware of any important issues.</li> </ul>		
If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?		
<p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <ul style="list-style-type: none"> <li>i) If the pupil concerned has transferred in from another school is there evidence that the Senior Designated Person from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</li> <li>ii) For a pupil of concern who moved out recently did the Senior Designated Person make contact with the new Senior Designated Person at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</li> </ul>		

## **Learning from the audit**

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.

## Appendix 13 INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

DFE Guidance The Prevent Duty

# Appendix 14

## Signs/Indicators of Abuse or Neglect

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. *Working Together to Safeguard Children* (2015) statutory guidance sets out full descriptions.

### Physical abuse

**Physical abuse** is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens.<sup>1</sup> Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

**Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
  - Children with unexplained:
    - bruises or cuts;
    - burns or scalds; or
    - bite marks.

### **Emotional abuse**

Is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

### **Sexual abuse and exploitation**

**Sexual abuse** is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children.

**Some of the following signs may be indicators of sexual abuse:**



- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

**Some of the following signs may be indicators of sexual exploitation:**

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and • Children who regularly miss school or education or don't take part in education.

**Neglect**

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care<sup>4</sup>; and Parents who fail to seek medical treatment when their children are ill or are injured.

## **Appendix 15**

### **Child Sexual Exploitation (CSE) Policy**

The college/school/academy adheres to the NSCB procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high profile issue both nationally and locally.

The school/college/academy 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 college/school/academy.

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 college/school/academy 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 16

## Female Genital Mutilation

### Guidance Notes for Staff/Governors

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Board procedures NSCB procedures FGM. This guidance is based on national non statutory government guidance (2011) Government guidance FGM.

FGM is a procedure that includes the partial or total removal of the external female genital organs for 'cultural' or other non-therapeutic reasons.

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences; this is the scale of the problem. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of children have the procedure between the ages of 5-8 years.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may confide that she is to have a 'special procedure' or to attend a special occasion.
- A child may request help, directly or indirectly, from a teacher or another adult.
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- A girl is withdrawn from PSHE/SRE.

In brief the signs that FGM may have occurred are:

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

Where you know or suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- You have a duty to protect, safeguard and share information.

- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent).
- There will be potential enquiries under Section 47.
- Potential police enquiries.
- Possible use of police protection or legal orders such as EPO, prohibitive steps but not necessarily the removal of the child.

Government Equalities Office: Fact sheet [Equalities Office Fact Sheet](#)

Reporting FGM is a mandatory requirement for teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out, on a girl, under the age of 18, the teacher must report this to the police.

## Appendix 17

### Online Safety

Children and young people go online to connect with friends, and make new ones, to browse the internet for information, chat with others and play games. They may:

- search for information or content on search engines like [Google](#) and [Bing](#)
- share images and watch videos through websites or mobile apps like [Instagram](#), [Pinterest](#), [Vine](#) and [YouTube](#)
- use social networking websites like [Facebook](#) and [Twitter](#)
- write or reply to messages on forums and message boards
- play games alone or with others through websites, apps or game consoles
- chat with other people through online games, [BBM \(Blackberry Messenger\)](#), game consoles, webcams, social networks and tools like [Whatsapp](#)

When online, children and young people can learn new things, get help with homework, express themselves creatively and connect with friends and family.

There are also risks, but by understanding and talking about the dangers we can help keep our children safe online.

We will do this by

- Using IMPEREO software to filter and as a tool to monitor students' online usage in school. This is particularly appropriate for vulnerable students.
- Making online safety part of our Personal Development Programme, age appropriate for all years.
- Support our parents by making information available on the school website.
- Through Staff Training we will raise online abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Staff are advised to report any concerns regarding online abuse by completing a Concern form.

## Appendix 18

### Private Fostering

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

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

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.