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**MODEL CHILD PROTECTION POLICY TEMPLATE 2021/2022 Published: September 2021**

**For the attention of: All Headteachers, Principals, Governing bodies, Trusts, Snr Designated Safeguarding Leads and Alternative Education Providers.**

**INTRODUCTION**

**Please Note: All content should be read and adjusted according to your school/learning environment profile. It should mirror your school’s ‘safeguarding arrangements’ and the procedures you have in place to manage, report/refer all child protection and safeguarding concerns.**

***Please pay extra attention to any italicised text which you may wish to add, alter or delete*.**

**The LA Model Child Protection Policy template is ONLY a framework and should be seen as a starting point for development to fit your school, academy, or college individual context.**

The content within this Child Protection Policy template reflects the statutory requirements within DfE Keeping Children Safe in Education KCSiE 2021, which will come into force on the 1st September 2021 and replace KCSiE 2020.

**You will note that this** Child Protection Policy template for September 2021/2022, like last years, has sections reserved for you, your leadership team, snr designated safeguarding lead and governing body or multi-academy trust to specify how you and your school, academy, college or learning environment intend to keep children safe, free from abuse, harm and risk of exploitation.

**STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES**

**Links to safeguarding legislation, guidance and procedures for Schools, Academies and Colleges**

Safeguarding children in education is set out in two main pieces of statutory guidance, links to the statutory safeguarding guidance are available below.

**Note:** The following paragraphs will only apply to your individual school/setting:

**Maintained schools** - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

**Academies, free schools, independent schools, alternative education providers** - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school and the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children Act) 2021.

Schools and colleges in England **must** have regard to it when carrying out their duties to safeguard and promote the welfare of children. **Children includes everyone under the age of 18**.

**The Teachers’ Standards 2012** state that teachers, including headteachers, must have regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

**Link to Guidance:**

* HM Working Together to Safeguard Children, published 4 July 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
* DfE Keeping Children Safe in Education 2021 (KCSiE) in force from 1st September 2021 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**KCSiE 2021 sets out what schools and colleges should and must do to safeguard children. The substantive changes from KCSiE 2012 are within KCSiE 2021 at Annex G, pages 161 to 166 of the guidance.**

**Note: all schools, academies, colleges and education providers should read Annex G and ensure all revisions to KCSiE (statutory guidance) are included within their child protection policy for 2021-2022 and reflect the ‘safeguarding arrangements’ in place within their setting from 1 September 2021.**

**Additional Guidance:** **DfE Sexual Violence and Sexual Harassment in Schools and Colleges- Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads September 2021.** This is advice provided by the Department for Education (the department). Its focus is child on child sexual violence and sexual harassment at schools and colleges. The advice covers children of **all ages**, from primary through to secondary stage and into colleges and online. A child is anyone under the age of 18.

Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance, and the legal framework. It is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements. It is important for schools and colleges to consider how to reflect sexual violence and sexual harassment in their whole school or college approach to safeguarding and in their child protection policy. [Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

* **What to do if you’re Worried a Child is Being Abused (2015)** [What to do if you're worried a child is being abused](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
* The NSPCC’s what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college via <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/> or by calling 0800 028 0285- line is available 8.00am to 8.00pm Monday to Friday and email: help@nspcc.org.uk

**Local Child Protection and Safeguarding Policy and Practice Guidance**

**Nottinghamshire Safeguarding Children Partnership (NSCP)**

The NSCP is an independent safeguarding partnership 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. The NSCP has six Designated Safeguarding Leads from county schools and academies on the membership of the NSCP Partnership Forum, alongside the Safeguarding Children in Education Officer (SCiEO), this acknowledges the pivotal role schools play in local multi-agency safeguarding arrangements. The NSCP provides safeguarding procedures and guidance, delivers a programme of multi-agency training and monitors safeguarding practice through multi-agency audits, child safeguarding practice reviews and performance information.

The Safeguarding Partnership is key for agreeing how relevant organisations cooperate to safeguard and promote the welfare of children and ensure the effectiveness of what they do. It also provides local practice guidance on child protection issues.

The Nottinghamshire Safeguarding Children Partnership (NSCP) revise their [Interagency Safeguarding Children Procedures](http://nottinghamshirescb.proceduresonline.com/) at least annually.

**NSCP website link:** <https://www.nottinghamshire.gov.uk/nscp>

**Safeguarding Information for schools/colleges**: is accessible via the Nottinghamshire County Council website and the safeguarding section of the Schools Portal.

Some key safeguarding documents, guidance, policy templates and audit tool kits are also available via the NSCP website under Resources - Schools, for Independent schools, and alternative education providers to access.

The Safeguarding Children in Education Officer, is also available for advice, guidance and information and contactable via email: [cheryl.stollery@nottscc.gov.uk](mailto:cheryl.stollery@nottscc.gov.uk) or telephone: 0115 8041047

**Early Help – Pathway to Provision version 9.1**

The threshold for accessing support and service, the [Pathway to Provision Version 9.1](http://www.nottinghamshire.gov.uk/media/2292/pathway-to-provision-final-version.pdf) was updated in May 2021. The purpose of the Pathway to Provision handbook is to support practitioners to identify an individual child’s, young person’s and /or family’s level of need and to enable the most appropriate referrals to access provision. Link:

<http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>

**KCSiE 2021 - Developing and Embedding a Whole School Approach to Safeguarding for 2021-2022**

**KCSiE 2021 Part One Safeguarding Information for all staff (pages 6 to 22):**

The guidance in KCSiE 2021 has been further strengthened to make clear the roles and responsibilities of all staff, but particularly those with Designated Safeguarding Lead (DSL) responsibilities, Headteachers and Governing bodies. The Snr Designated Safeguarding Lead has a responsibility to ensure members of the senior leadership team, staff and governors read and understand the content of DfE KCSiE 2021 in full, and ensure the schools ‘safeguarding arrangements’ are compliant with all statutory requirements and all actions are taken to keep children safe.

It reinforces the duty on Headteachers and the Governing body/Trust to ensure **all staff must read** **and understand** KCSiE 2021 Part One (teaching staff) and Annex A (support staff and volunteers) or both which contains important additional information about specific forms of abuse and safeguarding issues and be conversant with Part Five Child on Child Sexual Violence and Sexual Harassment.

**The DfE advise from the 1 September 2021 your school, academy, college or learning environment should include within your child protection policy:**

* **New** The Senior Leadership teams’ arrangements for safeguarding, besides that of the Snr DSL and Deputy DSLs and for cover arrangements throughout the year in the absence of the Designated Safeguarding Lead including during school holidays.
* **New** The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
* Information Sharing including powers to hold and use information when promoting children’s welfare.
* **New**Peer on Peer Abuse (child on child) policy (takes into account KCSiE 2021 Part Five sexual violence and sexual harassment between children in schools and colleges and stand- alone Government guidance). Peer on Peer Abuse (child on child) can take the form of abusive harassing, misogynistic messages, the non-sharing of indecent images, especially around chat groups, the sharing of abusive images and pornography to those who do not want to receive such content. Staff should be alert to this and always speak to the DSL or deputy without delay.
* **New**Serious Violence – all staff being aware of the indicators and risk factors. Procedures are reflected in the school’s management of safeguarding and linked into the child protection policy. Zero tolerance to incidents of sexual violence and sexual harassment and should be always applied as informed by KCSiE 2021 paragraph 450. The DSL is aware of national and local guidance regarding how to respond to incidences of child on child sexual violence and sexual harassment.
* **New** All staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the schools or college and can occur between children outside of these environments.

Extra- familial harm takes a variety of different forms and children can be vulnerable to

multiple harms including sexual exploitation, criminal exploitation, sexual abuse, serious

youth violence and county lines.

* **New** The child protection policy reflects the facts that additional barrier can exist when recognising abuse and neglect for children with SEND and can are more prone to peer group isolation or bullying (including prejudice-based bullying) and other safeguarding risksthan other children and may not always show outward signs and may have communications barriers and difficulties in reporting challenges.
* **New**A record or data on the cohort of children having or have had a social worker and social care involvement.
* **New** The Snr DSL (DSL team) and DT meet to discuss the arrangements in place to keep all children with looked after status safe and agree how to raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see page 147.
* **New** Online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety provision and information and support.
* **New** Arrangements to manage alternative education provision and Elective Home Education (EHE).
* **Additional Section** KCSiE Part Four: The Management of Allegations/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors, now has two sections. Section Two includes concerns that do not meet the harm threshold i.e. low-level concerns, these concerns could transfer into formal complaints and will need to be considered. Schools, colleges, and trusts will need to review their staff codes of conduct or staff behaviour policies to take into account the new requirements set out in Part Four paragraphs 406 to 427.

**DfE KCSiE Part Two: The Management of Safeguarding** -**Safeguarding policies and procedures (pages 23 to 46) makes clear the responsibilities placed on Governing bodies, Trusts, and Head teacher’s para 78 to 81 informs:**

*Governing bodies and proprietors have a strategic leadership responsibility for their school’s or colleges safeguarding arrangements and* ***must*** *ensure that they comply with their duties under legislation. They* ***must*** *have regard to the guidance in KCSiE 2021, ensuring policies procedures and training in their schools or colleges are always effective and comply with the law at all times.*

*Governing bodies and proprietors should have a senior board level (or equivalent) lead to take* ***leadership*** *responsibilities for their school’s or college’s safeguarding arrangements****.***

*Head teachers and principals should ensure that* ***all*** *policies and procedures adopted by their governing body and proprietors, (particularly those concerning referrals of cases of suspected abuse and neglect) are understood and followed by all staff.*

**This should include:** Individual schools and colleges having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum) and be available publicly either via *the school or college website or by other means.*

*(KCSiE 2021 paragraphs 84 and 88).*

In addition, KCSiE 2021 highlights the importance of the frontline staff in developing the school’s child protection policy. As part of the review process, we strongly recommend that those who are working with children have a say in the development of your policy and that this can be evidenced; this should also be extended to Governors.

**Changes to NCC & NSCP Model Child Protection Policy Template for 2020/21 and Guidance Notes:**

The NCC & NSCP Child Protection Policy template and guidance for 2021/2022 is a framework and starting point for you to develop to fit your own school, academy, college or learning environments individual context.

Schools and colleges do not have to use this template, but it should be offered by the Local Authority. It is however, a statutory requirement for you to have a child protection policy in place which is shared and fully understood by all stakeholders, which mirrors the ‘safeguarding arrangements’ that you adhere to in your school or college, and which becomes embedded into the everyday ethos of your individual setting.

We have continued to include the highlighted sections within the policy template for you to add additional information specific to your school, academy or college. This should include the ‘safeguarding arrangements’ you have put in place for meeting the needs of vulnerable children in accordance with the vulnerabilities highlighted in KCSiE 2021 Annex A and DfE Sexual Violence and Sexual Harassment between children in schools and colleges, September 2021.

**NOTE:** Your Child protection policy for 2021-2022 should also include the new requirements in KCSiE 2021 placed on schools, academies and colleges from 1 September 2021 as highlighted above. The specific detail of these new/additional requirements along with the management and ‘safeguarding arrangements’ are for the Headteacher/Principal, Leadership team and Snr Designated Safeguarding Lead and DSL team to agree, and discuss with the Governing Body/Trust to agree and include within your school, academy or colleges individual policy and signoff at your full Governing body/Trust meeting of the autumn term 2021. All staff and volunteers should be fully aware of your Child protection policy and it published on your school/academy or colleges website to enable parents/carers, safeguarding partners, and the community to access.

**Please pay extra attention to:** any *italicised text and red type font* which should be altered, added to or changed to fit and mirror the ‘safeguarding arrangements’ in place in your school/academy or college.

**Additional Information provided with the Child Protection Policy Template for 2021/2022**

1. **A separate ‘Child Protection Policy – Executive Summary of Key Principles for Staff and Parents’:** which your school or college may wish to review, revise and consider adopting and refining to complement your school’s child protection policy.
2. **A stand- alone ‘Safeguarding Flow Chart’:** for you to consider using as a summery reminder along-side the executive summery and or consider turning into an A3 poster to be displayed around your school or college and perhaps add photographs of those with designated safeguarding lead responsibilities.

**The templates which remain within the Child Protection Policy template include:**

* **Appendix 1 Safeguarding** **Flow Chart** - informing of actions to take and where to

report concerns following disclosure of abuse, harm or risk, if not using

the stand-alone flow-chart.

* **Appendix 2** **Logging a concern** - about a child’s safety and welfare (all staff).
* **Appendix 3** **Case Record Sheet** - (to log concerns, detail contact with agencies,

actions taken by whom and, decisions and outcomes. This should

include and supervision overview/ sign off by SLT/ headteacher

* **Appendix 4** **The Body Maps** - (to support referral and recording of the site of injuries).
* ***Appendix 5 Policy and procedures to manage peer on peer (child on child) abuse and sexual violence between children in school/college from September 2021-2022.***

We acknowledge that as schools, academies and colleges adopt electronic management and recording systems such as ‘C POM’s’ or ‘My Concerns’, some of the recording templates will no longer be required, so have been removed from the revised Model Child Protection Policy Template for 2021/2022.

**NOTE:** For those schools who continue to use paper child protection and confidential files and adopt the templates provided in the NCC & NSCP, these can be found in Appendix 1 and 2 of this policy template along with a printable version of the child body maps. If being used please ensure you reference them within your individual child protection policy.

Guidance on the management and transfer of Child Protection Files can be found in KCSiE 2021 Part One, paragraphs 71 to 73, Part Two The management of safeguarding in paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151.

**TO ENSURE COMPLIANCE WITH KCSiE 2021: Your policy will need to reflect the needs of the children on roll and your school or college community. These will differ between nursery, primary, secondary school, colleges and multi-agency trusts.** Where your academy is part of a multi-academy trust, it will be extremely important for you to agree the full content of your child protection policy and ensure that it mirrors the specific ‘safeguarding arrangements’ in place and evident within each individual school.

**It should address and reflect any specific safeguarding issues known within your school or community and the safeguarding arrangements in place in Nottinghamshire ‘to keep children safe’.**

***During the current pandemic we have seen regular changes to guidance being made by the Department for Education. The Headteacher, Snr Designated Safeguarding Lead and Governing Body or Trust should ensure they remain up to date with any revisions or additions made to Government or local supplementary safeguarding guidance, and ensure it is referenced within your school, academy or colleges child protection policy and related policies during the academic year 2020-2021.***

**Contact:** If you have any queries regarding the attached advice, guidance or policy template please contact:

**Cheryl Stollery**

**Safeguarding Children in Education Officer**

Tackling Emerging Threats to Children Team

Meadow House, Littleworth

Mansfield, Nottinghamshire. NG18 2TB.

Tel: 0115 8041047

E-mail: cheryl.stollery@nottscc.gov.uk



***Add in school name and logo?***

***IMPORTANT Reminder****:* ***The LA Model Child Protection Policy template is ONLY a framework and should be seen as a starting point for development to fit your school, academy or colleges individual context.***

*All content should be read and adjusted according to your school profile. It should mirror your school’s ‘safeguarding arrangements’ and the procedures you have in place to manage, report/refer all child protection and safeguarding concerns.*

***Please pay extra attention paid to any italicised text which you may wish to add, alter or delete.***

**Add**

**INTRODUCTION**

Whole School Child Protection Policy

*(Template)*

*September 2021/2022*

……………………………… *(School/Academy/College/AP Provider Name)*

**Policy statement and principles**

*Note: We strongly advise you to include a school ethos statement as the opening paragraph here, and make clear your individual school, academy or college’s responsibility and commitment to keeping children safe). This should include ensuring having appropriate policies and procedures in place which reflect and detail the individual establishment’s safeguarding arrangements, whether that be for a maintained school or a multi-academy trust or college, and detail how actions will be taken in a timely manner to safeguard and promote children’s welfare.*

*It should also include, as a minimum, your school’s senior leadership team (names),designated safeguarding lead arrangements (named staff and clear reference to safeguarding responsibilities in job descriptions) and should make reference to other linked statutory policies for example: Staff Behaviour Policy (code of conduct), safer recruitment policy, allegations against staff, complaints, pupil behaviour, children missing education, online safety, peer on peer (child on child) and sexual violence and sexual harassment between children policy and procedures.*

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead *(Name)…………* on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the *Governing Body or Multi Academy Trust* for approval and sign off at the first autumn term meeting.

Date of last review:

Date of next review:

|  |  |  |
| --- | --- | --- |
| **Role** | **Name** | **Contact Details** |
| Headteacher/Principal  Senior Leader(s) available for contact in the absence of the DSLs  Designated Governor for Child Protection/  Safeguarding  Snr Designated Safeguarding Lead  Deputy Safeguarding Lead  *Names of additional Safeguarding Officers*  LA Safeguarding Children in Education Officer  LA Child Protection Contact/LADO  MASH (Multi-agency Safeguarding Hub)  Emergency Duty Team  (Children’s Social care)  Police (to report a crime and immediate risk of harm or abuse to child) | *insert*  *insert*  *insert*  *insert*  *insert*  *insert*  Cheryl Stollery  Eva Callaghan or covering LADO  Outside of office hours  101 | *insert*  *insert*  i*nsert*  *insert*  *insert*  *insert*  0115 8041047  0115 8041272  0300 500 80 90  0300 456 4546  In an emergency 999 (only) |

**Sc*hool/Academy/College (delete as appropriate)***

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2021 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

*NEW: Consider whether you wish to include a statement* regarding your school/academy or colleges response and the procedures to manage the Covid-19 pandemic.

During the Covid-10 pandemic we have……………………going forward we will………………

**Child Protection and Safeguarding Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, supply staff, volunteers, and *governors/member of the* ……………*Trust* and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

**Maintaining a child centred and coordinated approach to safeguarding:**

Everyone who works at *school/college* understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone’s responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff

and volunteers will ensure their approach is child-centre and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

**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 the impairment of children’s mental and physical health or development.
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
* Taking action to enable all children to have the best outcomes.
* Working Together to Safeguard Children 2018.

**NB Definition:** Children includes everyone under the age of 18.

**Whole *school/college* approach to safeguarding:**

* We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children’s welfare and prevent concerns from escalating.
* As a *school/college* we have a responsibility to provide a safe environment in which children can learn.
* We will make every effortto identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child’s life.
* **Any staff member** who has **any** concerns about a child’s welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
* All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
* Our snr designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care, police, early help and health were required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

* Pupils’ health and safety and emotional well-being, and their mental and physical health or development.
* Meeting the needs of children with special educational needs and/or disabilities.
* The use of reasonable force.
* Meeting the needs of children with medical conditions.
* Providing first aid.
* Educational visits and off- site education.
* Intimate care and emotional wellbeing.
* On-line safety and associated issues.
* Appropriate arrangements to ensure school security, taking into account the local context.
* Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2021 Annex A.

**Safeguarding can involve a range of potential issues such as:**

* Neglect, physical abuse, sexual abuse, and emotional abuse.
* Contextualised also known as extra-familial abuse.
* Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying.
* Going frequently missing/ gong missing from care or home.
* Peer on Peer (child on child) abuse.
* Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
* Gender based violence/violence against women and girls.
* Risk of extremist behaviour and/or radicalisation.
* Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
* A young carer.
* Privately fostered
* The impact of new technologies, including ‘sexting’ and accessing pornography.
* Child on child sexual violence and sexual harassment (defined in KCSiE 2021 Part Five and DfE Sexual violence and sexual harassment between children, September 2021).
* Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
* Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
* Is at risk of or from serious violence and violent crime.
* Persistent absence from education, including persistent absence for part of the school day.
* Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
* ‘Upskirting’- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2021 and Annex A).

All ourstaff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

**All staff** should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a *school/college* we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

**All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as Extra-familial harms and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

*All forms of abuse or harassment will be reported in accordance with national safeguarding guidance and we will take a ‘zero tolerance’ approach to harassment and abuse as informed in KCSiE 2021.*

Should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe.

*Please add any additional information in support of this statement here:*

**Identifying Concerns**

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

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [**What to do if you're worried a child is being abused**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

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**The four categories of child abuse are as follows:**

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

**Indicators of abuse and neglect**

**Abuse:** 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**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.

**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 chid they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the chid 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 expectation being imposed o children. These may include interactions that are beyond a child’s developmental capability as well as over protection and limitation of exploration and learning or preventing the child from 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 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.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

**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, for example, 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 (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.

**Safeguarding issues:** All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

*Describe here: any other signs you staff may have become aware of, and the arrangements you have in place to ensure staff remain vigilant and able to respond to safeguarding concerns, incidents, or emerging threats.*

*New: Consider additional requirements placed on school/colleges which places greater responsibilities to ensure wherever possible children can access and use different media platforms safely. In particular making further reference to on-line abuse which maybe a greater issue when children are not in attendance at schools and are engaging in learning remotely and may have limited supervision from parents/carers. Has you schools/academy or college provided on-line guidance and support for parents and children to remain free from risk, exploitation, or grooming?*

*New: Reflect on KCSiE 2021 Annex A and consider whether you have any other information to add and or links you wish to make available to your school’s own resources and guidance*

Our *school/college* ethos demonstrates 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 *(insert School/Academy/College Name)* will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

*Describe here: how your school or college puts children at the centre of your ‘safeguarding arrangements’ and how you listen to and hear the child’s voice.*

*Note: Clarify how your DSL and staff will support children with mental health problems, how your staff identify the indicators that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. (See KCSiE 2021 Mental Health paragraphs 41 to 50).*

Our *(school/academy/college)* is led by senior members of staff and *governors/ trust members* whose aims are 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 who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children’s social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the *school or colleges* whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

*Describe here: how your school/college works with other agencies to support vulnerable children and the contact you have with social care and social workers. For example, this may be by holding regular meetings in schools, taking part in partnership forums/ events, accessing multi-agency training. Hosting meetings for individual children and families in school/college. To support better access and involvement for children, parents/carers to have increased involvement.*

*New Note:* Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

*Describe here how your school/college supports the management and review of children in Alternative Provision (if applicable).*

*The Snr Designated Safeguarding Lead (DSL) or headteacher*, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

*Describe here: the procedures and or action which the Snr DSL and DSL team take to share concerns, and with what agencies. Include support services you may buy in.*

*Describe here: how you ensure staff, supply staff (if used) and volunteers receive appropriate safeguarding information during inductions and on a regular basis. Confirm how you check whether they know how to report concerns or disclosures.*

*Note from 1 September KCSiE places additional requirements on schools to:*

New The Snr DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see KCSiE 2021 page 147.

New *The Snr DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children’s circumstances*

*New The Designated Teacher and Snr Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.*

*New The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.*

*Describe here how you school/college will manage the requirements and arrangements placed on Designated Safeguarding Leads and the Designated Teacher (consider deleting section where your school/college does not have children with looked -after status).*

**Our Child Protection Policy**

**There are seven main elements to our policy:**

* Providing a safe environment in which children can learn and develop.
* Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
* Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
* Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
* Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of *school/college.*
* Working in partnership with agencies and safeguarding partners in the ‘best interest of the child’.
* New - Ensuring we have appropriate policies and procedures to deal with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment *is either included within the main policy or added as an appendix.*

*Note: Ensure if the above reflects the elements if your policy, add to or change.*

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

***The school/academy/college* will therefore:**

* Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
* Ensure children know that there are trusted adults in the school who they can approach if they are worried.
* Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
* Include opportunities in the *RSHE* curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
* Recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, peer on peer abuse (child on child), sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced sexting.
* Developing healthy relationships and awareness of domestic violence, and abuse which is linked to ‘honour’ such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
* Recognising how pressure from others can affect their behaviour.
* Knowing that as a *school/college* we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
* Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying and is *either included within the main Child protection policy or added as an appendix.*
* Maintain an on-line safety policy, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are *either included within the main Child protection policy or added as an appendix.*

*New Note: Opportunities to teach safeguarding: KCSiE 2021 paragraph 121 informs RSHE being mandatory from September 2020 and provides additional links to further advice and guidance including a one stop shop for teachers including teaching modules. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.*

*Clarify here: how your school/academy or college intends to embed and teach safeguarding as part of your broad and balanced curriculum.*

* We will take all reasonable measures to ensure any risk of harm to children’s welfare is minimised inside and outside of the *school/college* environment.
* 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 (KCSiE 2021 Part Four Pages 81 to 95) and Part Four Section two for dealing with low-level concerns, and the NSCP local multi-agency procedures.
* Provide first aid and meet the health needs of children with medical conditions
* Ensure school site security.
* Address drugs and substance misuse issues.
* Support and plan for young people in custody and their resettlement back into the community.
* Work with all agencies regarding 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 school activities, vocational placements and alternative education packages.

*Consider here: whether you should have any other arrangements in place to keep children safe in specific circumstances. In particular you will need to consider what arrangements you have in place for children who receive off- site education or have alternative learning experiences in place.*

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2021 to:**

* Ensure we have a Snr Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
* The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2021 Annex C).
* Ensure we have a nominated governor responsible for child protection/safeguarding.
* Ensure that we have a Designated Teacher for Looked After Children (LAC).
* Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
* Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children’s social care/police if a child is in immediate danger.
* Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
* Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
* Ensure that there is a complaints system in place for children and families.
* Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school’s website.
* Notify Children’s Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
* 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; *Clarify here, whether you use paper files in which* *case the child protection or confidential file is kept separate from the main pupil file, in a locked cabinet in an office (not a classroom) or whether you use an electronic management and recording system.*
* Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
* Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
* Ensure safe recruitment practices are always followed.
* Apply confidentiality appropriately.
* Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

*Note: Ensure if the above reflects the elements if your policy, add to or change.*

**Supporting children** *please ensure this section fits the ‘safeguarding arrangements in your school, academy or college.*

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

All staff including volunteers are advised to maintain the attitude of **‘it could happen here’** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

**Our *school/college* will endeavour to support the pupil through:**

* Developing the content of the curriculum *describe how here….*
* Maintaining a *school/college* ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
* The school behaviour policy, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our *school/college*.
* Our *school/college* will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our *school/college* they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.

*Describe here: how your school or college will address concerns, what support will be put in place or offered. Include details of the resources you have available for pupils (support units, inclusion or isolations areas or pastoral support structures).*

* Liaison with other agencies that support the pupil such as Children’s Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
* Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child’s social worker is informed.
* Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported *by…………….*
* *New Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.*
* *The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school/college peer on peer/ sexual violence and sexual harassment between children in school and college policy.*

*Inform here: what other arrangements you have in place and where children and staff can seek support and advice.*

**Safe Staff and Safe Recruitment**

* The leadership team and *governing body/ multi academy trust* of the *school/college* will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2021 Part Three and advised by *NCC HR/ Multi Academy Trust HR Services* policy and practice guidance.
* School leaders, staff and members of the *governing body/ trust* will be appropriately trained in safer working practices and access the safer recruitment training advised by *NCC HR Service the Trust*. *(NCC direct schools to the NSPCC Safe Recruitment online course).*
* Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
* The *school, academy or college* has in place recruitment, selection and vetting procedures in accordance with KCSiE 2021 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2021 Part Three paragraphs 250 to 256. *Ensure this is reflected in your current SCR. If not seek advice from NCC HR Services or the HR Services your school, academy or college uses.*
* Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2021 in line with KCSiE Part Four Section two. *Staff can access a copy of this through……….*
* *Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by…………. before beginning working and contact with pupils.*
* In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the *chair of governors/ trust* will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service.
* Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
* *State any other here: ………….*
* Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
* *State any other here: …………*
* All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR’s guidance section of the School Portal. *Academies and multi -agency trust should confirm here what arrangements they have for the induction of new staff, supply staff if used, volunteers, contractors, and visitors (KCSiE 2021 Part Three paragraphs 268 to 295).*

*Please Note: KCSiE 2021 Part Three: Alternative Provision – schools remain responsible for the safeguarding of pupils and Adults who supervise children on work experience – the placement provider has policies and procedures in place to protect children. Confirm how your schools assures the above here: ……*

**Links to other Local Authority policies**

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school *(each school to add on any others as relevant).*

* *Accessibility Plan.*
* *Anti-Bullying revised for 2021-2022 (LA template policy in the process of being revised).*
* *Attendance Policy.*
* *Behaviour Principles Written Statement.*
* *Equality.*
* *Central Record of Recruitment and Vetting Checks.*
* *Complaints’ Procedure Statement.*
* *Cyber–bullying.*
* *E-Safety Policy.*
* *Freedom of Information.*
* *Female Genital Mutilation (FGM) Guidance*
* *Radicalisation – Prevent Duty- (School’s should have a Prevent Action Plan)*
* *Health and Safety Disability Equality Action Plan.*
* *Home-school Agreement Document.*
* *Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to ‘upskirting’.*
* *Physical intervention/positive handling.*
* *Register of Pupil Attendance.*
* *School Access Policy.*
* *School Behaviour.*
* *Knife Crime Guidance 2019 (cross authority and in the process of being revised for September 2021).*
* *New: Relationships, Sex and Health Education (KCSiE 2020 Paragraph 94).*
* *New: Mental and Physical Health (KCSiE Part One paragraph 4 paragraphs 34 to 40 and paragraphs 113 to 116).*
* *Special Educational Needs.*
* *CRB - Use of Reasonable Force Policy/ Guidance.*
* *Staff Behaviour (Code of Conduct policy).*
* *Staff Discipline Conduct and Grievance (procedures for addressing).*
* *School information published on a website.*
* *Visitors and VIP Policy.*
* *Whistle Blowing Policy.*
* *Guidance for NSPCC helpline and usage (KCSiE 2021 paragraph 77; when to call the police guidance from the NSPCC).*

*List any other policies your school/college have in place here……*

*Confirm how you intend to include your arrangements to respond to any disclosures or incidents involving sexual violence and child sexual harassment here……….*

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link: *https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance*

*PLEASE ENSURE: you reflect on the policies listed above and check against the policies or procedures you have in place. Check they are in line with KCSIE 2021 which comes into force on the 1 September 2021.*

*The NCC Peer on Peer (child on child) Abuse Policy template is currently being revised and will be available in September 2021 through the TETC section of the School Portal and the NSCP website, in the section headed Resources- Schools.*

**Roles and Responsibilities**

**All staff and volunteers**

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

*Describe here: the roles of your staff and how they contribute to keeping children safe*

All staff within our *school/college/academy* are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating.

*All staff contribute to providing a safe environment in which children can learn by…….*

*Describe here: how your staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities*.

All our staff are aware of the early help process and understand their role in this.

This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

*Inform here: if you employ specific staff who work outside of the classroom and who engage with children, families and partner agencies*.

*Confirm the arrangements for parents/ carers to come into school to seek support or advice.*

*Acknowledge here: the importance of children and social workers meeting during the school day where required and how your DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe, and the child’s needs are met.*

*Confirm where you sign post children, parents, and carers to for support, in school and through your website, posters, newsletters and during meetings.*

**Safeguarding Training**

All our staff are aware of systems within *insert name of school/college/academy* and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2021.

Our *school/college/academy* utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information. *(If your establishment does not use this checklist then delete this statement but write here what other arrangements you have in place to ensure all staff including volunteers are informed of how to respond to concerns and incidents).*

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

*Inform here: who provides your training and how staff are kept up to date with any local or national changes to safeguarding guidance.*

All our staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

*Clarify, how you help them to understand their role and the opportunities available, including any partnership work especially with social care and the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training opportunities.*

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

**Staff responsibilities**

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

**To achieve this, they will:**

* Establish and maintain an environment where children feel secure, are encouraged

to talk and are listened to.

* Ensure children know that there are adults in the school who they can approach if

they are worried or have concerns.

* Plan opportunities within the curriculum for children to develop the skills they need

to assess and manage risk appropriately and keep themselves safe.

* Attend training in order to be aware of and alert to the signs of abuse.
* Maintain an attitude of “it could happen here” with regards to safeguarding.
* Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
* Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
* Follow the allegations procedures if the disclosure is an allegation against a member of staff.
* Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2021.
* Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
* Treat information with confidentiality but never promising to “keep a secret”.
* Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
* Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
* Liaise with other agencies that support pupils and provide early help.
* Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
* Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

*Clarify here: if your staff and schools/college engage in learning opportunities or partnership work with such as the NSPCC, TETC team, Police Early Interventions Officers, PCSOs, any counselling services used, Health professionals etc.*

**Senior Leadership/Management Team** **responsibilities**:

* Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance.
* Provide a co-ordinated offer of early help when additional needs of children are identified.
* Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
* Ensure staff are alert to the various factors that can increase the need for early help.
* Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
* Carry out tasks delegated by the *governing body/ multi academy trust* such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
* Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
* Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
* Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2021 Part Four ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.
* Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

*Ensure you have fully reviewed and reflected on this section and ensured all bullet point statements are able to be fully evidenced in the practices carried out by your school/college senior leadership/management team.*

*Ensure you delete or add any other information which informed of the arrangements you have in place.*

*Note New: KCSiE 2021 paragraphs 55 to 70, ‘Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs’.*

*Clarify the importance how your school, academy or college will work with social care and agencies to address safeguarding and child protection concerns: ………………….*

**Teachers (including NQTs) and Headteachers – Professional Duty**

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

The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

*Clarify here: what arrangements you have in place for any children or young people who meet these criteria and the arrangements carried out by the designated teacher. Including how you ensure children and young people know who the designated teacher is in your schools/college.*

**Designated Safeguarding Lead**

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

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

*Consider whether because of the size of your school and pupil numbers, or because your school/college is a split site you have additional Designated Safeguarding Officers named within your child protection policy.*

*Confirm if all DSL’s have completed the required training and are overseen by the Snr Designated Safeguarding Lead to ensure you fulfil your child protection responsibilities to meet the needs of the children/ young people on roll.*

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

**The Senior Designated Safeguarding Lead is expected to:**

**Manage Referrals**

* Refer cases of suspected abuse or allegations to the relevant investigating agencies.
* Support staff who make referrals to children’s social care and other referral pathways.
* Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
* Ensure arrangements are in place year round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

*Provide further detail here: of the arrangements in place for the Snr DSL and DSL team to meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.*

*Clarify how your school/academy or college supports vulnerable children and children subject to safeguarding concerns:……… and see KCSiE 2021 Part One and Annex A for specific areas of a safeguarding vulnerability.*

*This will be different for schools, academies or colleges if having a split site or for children who engage in alternative education placements or opportunities.*

*Please Note: Should children be subject of safeguarding concerns the Snr DSL remains responsible for oversight of any child on placements or alternative education arrangements.*

*From September 2021 Ofsted will inspect these arrangements as part of ‘the child’s journey’ and form a judgement regarding the safeguards in place.*

*See KCSiE 2021 Annex C for clarity on the role and responsibilities of the DSL and team.*

**Work with others**

* Liaise with the headteacher/principal (where the Snr Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
* As required, liaise with the ‘case manager’ (as per Part Four of KCSiE 2021) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
* Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
* Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
* Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
* Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
* The head teacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training

*Confirm here: whether your DSL attends the NCC Designated Safeguarding Lead Focus Group Meetings which take place half termly at schools/academies around the County.*

*Include how the DSL’s feedback information to other staff or help to raise awareness of emerging threats and risks.*

*Describe how your DSL/ staff team contributes to developing the curriculum and learning experiences for children and staff. Possibly though staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities.*

*Confirm the links you have: with agencies such as the NSPCC, TETC team, Police or others.*

**Undertake training**

* Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
* The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

*Clarify here any other awareness raising or training arrangements your school/college has in place for 2021-2022.*

**The training undertaken should enable the Designated Safeguarding Lead to:**

* Understand the assessment process for providing early help and intervention through the NSCP’s Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
* Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
* Ensure that each member of staff has access to the child protection policy and procedures.
* Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
* Be able to keep detailed, accurate, secure written records of concerns and referrals.
* Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2021 Annex A and B).
* Understand the reporting requirements for FGM.
* Understand and support children to keep safe when online and when they are learning at home (KCSiE 2021 Part Two and Annex D).
* Encourage a culture of protecting children; listening to children and their wishes and feelings.

**Raise awareness**

* Ensure that the child protection policies are known, understood and used appropriately.
* Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
* Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
* Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
* Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

**Child Protection file**

* The Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their ‘child protection’, ‘child in need’ file or ‘confidential’ file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
* A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing body annually.
* *New* A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
* *New* Our *school/college* will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance. (KCSiE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151).

*Inform here: how the Snr DSL and DSL team ensure all concerns and incidents are reported, recorded, responded to. Whether your schools/college uses paper files or electronic management systems and the processes you have in place for the transfer of information and individual case files, should a child move school or leave to go to either EHE, alternative education placement, college*. *Ensure your response is in accordance with KCSiE 2021 paragraphs 157 to 168.*

**Availability**

* During term time the Snr Designated Safeguarding Lead *(or a Deputy)* willalways be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours’ activities in line with the guidance contained in DfE KCSiE 2021 Part Two and Annex C.

**Headteacher**

**The Headteacher of the school will ensure that:**

* The policies and procedures adopted by the *governing body/trust,* (particularly thoseconcerning referrals of cases of suspected abuse and neglect),are understood, and followed by **all** staff.
* The *school, academy or college* has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
* Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
* All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
* The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the *school/college* Child Protection Policy; the *Staff Behaviour Policy/Code of Conduct Policy.*
* The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2021.
* Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors in KCSiE 2021. If the allegation is against the Headteacher/Principal, then the *Chair of the Governing* *Body/Chair of* *the Management Committee/Proprietor* will manage the allegation – see below.

*Include here: other any other arrangements which need taking into account of how safeguarding roles and responsibilities are discharged within the school/college. For example, if the school/college has an executive headteacher or other leadership arrangements in place, which may involve job share arrangements or being part of a Multi-academy Trust.*

**Governing Body and Multi- Academy Trust**

**We recognise our Governing body/Trust has a strategic leadership responsibility for our *school’s/college* ‘s safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2021, ensuring policies, procedures and training in our *school/college* are effective and comply with the law at all times.**

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

* Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
* Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitors the school’s compliance with them.
* Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child’s welfare.
* Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2021 from paragraph 105, the additional clarification about GPDR and withholding information. *Including guidance/procedures put in place by our school/college, state where they can be found and titles here….*
* Ensuring cooperation with the local authority and other safeguarding partners.
* Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
* Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2021 Part One and or Annex A as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
* Ensuring that the governing body understands it is collectively responsible for the school’s safeguarding arrangements, even though a governor will be nominated as the ‘Safeguarding Governor’ and person who will champion all safeguarding requirements’.
* 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, order to discharge their responsibilities and act as the *school/colleges* ‘critical friend’.
* The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
* The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2021 and NSCP guidance.
* Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
* Ensuring that temporary staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities
* New Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2021 Part Four Section 0ne.
* New Ensuring that arrangements/procedures are in place to manage ‘low level’ concerns which should be referred to within the school/college Staff Code of Conduct.
* (allegations and concerns about a staff member that after initial consideration by the ‘case manager’ do not meet the criteria for a referral to LADO).
* Ensuring a response if there is an allegation against the *headteacher/principal* by liaising with the LADO or other appropriate officers within the local authority.
* Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
* New Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the *school/college* has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
* Be alert to the growing concerns involving knife crime and ensure the *school/college* works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
* Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
* Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
* Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
* Ensure at least one person on an interview panel has completed safer recruitment training.
* Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
* Be open to accepting that child abuse and incidents can happen within the *school/college* and be available to act decisively upon them.

*Please ensure you reflect on all the bullet point statements above to ensure they accurately inform of the roles and responsibilities carried out by your governors, governing body or trust. Delete or amend accordingly for your individual school, academy or college.*

**Looked After Children – The Role of Designated Teacher *(maintained schools and* *academies)* and the Designated Safeguarding Lead**

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

*Please add to or amend the above section, according to whether you have LAC children on roll. However, be mindful that even if you do not have any children with LAC status on roll this could change, and your schools/college will need to be able to respond to the children’s needs and in accordance with local NSCP procedures and KCSIE 2021 paragraph 186 to 174.*

**Children with Special Educational Needs**

*(SEND Schools will need to expand this area to ensure that it reflects the practice and procedures in their school so that takes account of the varying needs and safeguards for children with SEN and disabilities and the environments where they access schooling and learning opportunities).*

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.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff’s vigilance will be a supporting factor to keeping all children safe.

Our 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 disproportionally impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to;
* addressing individual behaviour concerns and incidents considering the child’s SEN and disabilities.

*Confirm here any additional arrangements you have for safeguarding children with SEND in your school/academy and any additional policies which need to link to your child protection policy e.g. lifting and handling, transporting of children, personal care, management of medication etc.*

**Taking action where concerns are identified**

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

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Snr Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

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

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

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.**

**Confidentiality**

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

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

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

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

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

**Information Sharing**

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

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

* *New DfE KCSiE 2021 paragraphs 105 to 113 and Annex C has been updated to further clarify about GDPR and withholding information and additional information added which makes clear about the powers to hold and use information when promoting children’s welfare.*
* *HM Working Together to Safeguard Children 2018 Para 23 to27 and on pages 20 and 21.*
* *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.*
* *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

*Confirm here: if staff, governors/ trust members have completed GDPR Information Sharing training.*

**Records and Monitoring** (KCSiE 2021 paragraphs 71 to 72, Part Five, Annex C)

*(This will vary and require change dependent on whether your school, academy or college uses an electronic child protection recording and management system but the primary principles for record keeping remain the same).*

*Please confirm here: what arrangements your school/college has in place for maintain good quality records and how they are monitored and how you ensure they are managed to reflect the child’s journey through the safeguarding system and engagement with statutory agencies, including Social Care, Early Help, Police, CAMHS, Health and other services. This should include the statement below which is a statutory requirement of all agencies including schools, academies and colleges.*

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

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child’s person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

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

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a ‘concern’ file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right-hand corner to denote a separate file exists *(delete as appropriate or a similar and consistent coding that is detailed within the Whole School Child Protection Policy).*

Our *school/college* will ensure all or 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 from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

*Delete as appropriate: Our school/academy (name…………….) maintains paper ‘concern’s files or ‘child protection confidential’ Files. Uses C Pom’s My Concerns (or other named electronic recording system. All schools will need to ensure the system adopted by the school and signed off by the Governing Body is robust, secure and appropriate, and should be mirrored in the following appendix and policy text.*

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

**The Child Protection (CP), Child in Need (CiN) or Confidential file** (KCSiE 2021 paragraphs 71 to 73, 112 to 113 and Annex C pages 146 to 148).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child’s main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child’s welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a ‘concern’ for one child may not be a ‘concern’ for another and the child’s particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

*Note: Delete which is relevant: The information in this section will be dependent on whether the school/academy or college maintains child protection and confidential information in paper format or through electronic management systems such as CPOM’s or My Concerns.*

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

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

**All ’child protection’ or ‘confidential’ file should contain:**

* 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/college* will keep *either written paper or electronic records* of concerns about children even where there is no need to refer the matter to MASH/Children’s Social Care (or similar) immediately but these records will be kept within the separate concerns file.

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

*For those school, academies or colleges that use electronic safeguarding management systems such as C POM’s or the equivalent. Please ensure you explain within this policy the processes for recording and file maintenance and security.*

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

**Transfer of child’s child protection file, child in need, LAC, or confidential file (statutory requirement):**

Our *school/college* will adopt the file transfer guidance contained in KCSiE 2021 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child’s journey and include key information as described in KCSiE 2021 Should a child subject to social care involvement transfer schools, college or education provider we will ensure the child’s child protection or confidential file move is transferred within 5 days required by KCSIE 2021 page 148.

Our Snr DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the childs transfer to ensure the child remains safeguarded, has any ‘reasonable adjustments’ agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

***Note: New please confirm this statement reflects the practice in you school/college:*** In accordance with KCSiE 2021 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing ‘ if appropriate’ with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the ‘Channel’ programme.

(KCSIE 2021 paragraphs 71 to 73, 113 and Annex C pages 146 to 148).

**Recording Practice**

***(Please ensure this reflects the guidance in KCSIE 2021 and the procedures you have put in place, and shared with all your staff for your school, academy, or college).***

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

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. 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.

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

***Only use within this policy if they are used in every day practice in your school/academy or college.***

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child’s file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children’s Social Care in- line with the NCC Pathway to Provision Version 9 document published March 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse.

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

**Educating Young People – Opportunities to teach safeguarding** (KCSiE 2021 paragraphs 121, Annex A & Annex C Online Safety page 117 to 118).

As a *school/academy/college* we will teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology.

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

The education we provide for online safety will take into account the harm, injury or harassment involved in sexual violence and sexual harassment between child in schools and colleges.

This issue will also be taught as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2021.

*Describe here: your school/academy or colleges policy on RSHE and how you intend to introduce and include it in the curriculum over the next year.*

*New Clarify here: how children and parents are made aware of on-line safety to minimise the safeguarding risks technology can pose and where they can seek advice, help, and support.*

*Clarify here the arrangements you have put in place for children who access education from home and under what circumstances: …………*

*NOTE: New* Our *school’s/college’s* response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in *school/college*. *If not included in a section above or as Appendix 5.*

**Helplines and reporting**

* Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
* Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

*List any other you regularly use here and be sure to delete those you do not use or refer to.*

***PLEASE NOTE: Add any other information or content to inform of the ‘safeguarding arrangements’ in place at your school, academy or college.***

***Please be mindful to make reference and describe how your school, academy or college supports children and families that are vulnerable and reflect the statutory guidance within KCSIE 2021 Annex A (delete or add to as appropriate).***

***List here: Advice and information for parents including weblinks:***

***List here Resources parents could highlight to their children including weblinks:***

***The following appendices are a part of this policy (delete or amend as appropriate):***

*Appendix 1 - NCC LA Flow Chart 2021-2022 ‘What to do if you are worried a child is being abused at risk of harm or neglect.*

*Appendix 2 -Template: Case Record and Chronology form*

*Appendix 3 -Template: Logging a concern about a child’s safety and welfare*

*Appendix 4 -Template: Body Maps Guidance and Body Maps*

*Appendix 5 - Policy and procedures to manage with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment from September 2021 to 2022 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2021-2022).*

**Appendix 1**

**Name of School/Academy/AP Child Protection & Safeguarding Flow Chart**

**‘What to do if you are worried a child is being abused, at risk of harm or neglect’**

**Actions where there are** **concerns about a child’s welfare in and outside of school**

* Be alert to signs of abuse, question unusual behaviour or changes to presentation.

**Safeguarding concern**

**Resolved /no longer held**

Support has been agreed, record decisions and any follow up needed. actions.

**Unmet needs identified**

Decide what actionsare needed to support the child.

**Consult with the child young person, family and relevant agencies:** Agree support, refer to NSCP guidance ‘Pathway to Provision’ version 9.1

**Out of hours**

**Emergency**

**Duty Team 5.00pm – 8.30am**

**Tel 0300 4564546**

**NSPCC Whistle blowing Tel:**

**0800 028 0285**

**Where a child discloses abuse, neglect, sexual violence or sexual harassment**

* Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
* Inform them you need to share the information and what you are going to do next
* Do not promise confidentiality, you will need to share/ report the information to appropriate services.
* **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL’s absence.**
* Do not question further or inform the alleged abuser.

**Discuss concerns with the Snr Designated/ Named Safeguarding Lead**

* The Safeguarding Lead will consider further actions including consultation with Children’s Social Care/ MASH (if a new concern).
* Concerns and discussion, decisions and reasons for decision should be recorded in writing and a ‘confidential concerns’ or ‘child protection’ file should be opened, stored in line with the school child protection policy.
* At all stages the child’s circumstances should be kept under review and re-refer if appropriate, to ensure the child’s circumstances improve – **the child’s best interests must come first.**

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

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

**Children’s Social Care**

**During Office Hour, Monday to Friday**

**Multi Agency Safeguarding Hub (MASH) Tel: 0300 500 80 90**

**If the child is at immediate risk dial 101 and ask for assistance** Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures. www.nottinghamshire.gov.uk/nscp

**Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals** [**Tel:-**](Tel:-) **0115 8041272. LADO Strategic Lead Tel:** **0115 9773921**

**Cheryl Stollery – LA Safeguarding Children in Education Officer** [**Tel:-**](Tel:-) **0115 8041047**

**This flow chart is a brief guide - Please refer to our School Child Protection Policy.**

**School/Academy Child Protection/ Safeguarding Policy**

**Appendix 2**

**Case**

**Record/Chronology CONFIDENTIAL**

**Sheet Number:**

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

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

**Appendix 3**

**Logging a concern about a child’s safety and welfare**

**Part 1 (for use by any staff)**

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

**Check to make sure your report is clear to someone else reading it.**

**Please give this form to your Snr Designated Safeguarding Lead**

**Part 2 (for use by the Snr Designated Safeguarding Lead (DSL)**

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

**Body Map Guidance for Schools**

**Medical assistance should be sought where appropriate.**

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

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

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

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

**e.g. MASH or the child’s social worker if already an open case to social care.**

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

1. Exact site of injury on the body, e.g. upper outer arm/left cheek.
2. Size of injury - in appropriate centimetres or inches.
3. Approximate shape of injury, e.g. round/square or straight line.
4. Colour of injury - if more than one colour, say so.
5. Is the skin broken?
6. Is there any swelling at the site of the injury, or elsewhere?
7. Is there a scab/any blistering/any bleeding?
8. Is the injury clean or is there grit/fluff etc.?
9. Is mobility restricted as a result of the injury?
10. Does the site of the injury feel hot?
11. Does the child feel hot?
12. Does the child feel pain?
13. 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 child protection 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: | |  | | | |

|  |  |
| --- | --- |
| BODY-1 | BODY-2 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of Child: |  | | Date of observation: |  |
| HEAD-1 | | HEAD-2 | | |
| **FRONT** | | **BACK** | | |
| HEAD-3 | | HEAD-4 | | |
| **RIGHT** | | **LEFT** | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of Child: | | | |  | | | | | | Date of observation: | | | |  | | | |
| HAND-1 | | | | | | | | HAND-2 | | | | | | | | | | |
| **R** | | | | | | | | **L** | | | | | | | | | | |
| **BACK** | | | | | | | | | | | | | | | | | | |
| HAND-3 | | | | | | | | HAND-4 | | | | | | | | | | |
| **R** | | | | | | | | **L** | | | | | | | | | | |
| **PALM** | | | | | | | | | | | | | | | | | | |
| Name of Child: | |  | | | | | | | Date of observation: | | | |  | | | |
| FOOT-1 | | | | | | | FOOT-2 | | | | | | | | | |
| **R** | **TOP** | | | | | **L** | **R** | | | | **BOTTOM** | | | | | **L** |
|  | | | | | | | | | | | | | | | | |
| FOOT-3 | | | | | | | FOOT-4 | | | | | | | | | |
| **R** | | | | | | | **L** | | | | | | | | | |
| **INNER** | | | | | | | | | | | | | | | | |
| FOOT-5 | | | | | | | FOOT-6 | | | | | | | | | |
| **R** | | | | | | | **L** | | | | | | | | | |
| **OUTER** | | | | | | | | | | | | | | | | |
| Printed Name and Signature of worker: | | | | |  | | | | | | | Date:  Time: | | |  | |
| Role of Worker | | |  | | | | | | | | | | | | | |
| Other information: | | | | | | | | | | | | | | | | |