



# **Safeguarding and Child Protection Policy**

Policy Updated: Autumn 2018

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# Safeguarding and Child Protection Policy

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Brookside Primary School recognises its responsibilities for safeguarding children and protecting them from harm.

This Safeguarding and Safeguarding and Child Protection Policy will be reviewed annually by the Governing Body.

<b>Role</b>	<b>Name</b>	<b>Contact Details</b>
Designated Governor for Child Protection	Mrs Reesha Armstead	01509 820001
Designated Safeguarding Lead	Mrs Rachel Clark	01509 820001
Deputy Safeguarding Lead	Mr Gary Kenny	01509 820001
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact / LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
Emergency Duty Team (Children's Social Care)	Outside of School Hours	0300 456 4546

# 1 School Commitment

Our policy applies to all staff, Governors and volunteers working in the school. We have developed this policy in consultation with the Nottinghamshire Safeguarding Children Board.

All parents / carers are made aware of the school's responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of the school's Safeguarding and Safeguarding and Child Protection Policy.

Brookside Primary School has duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2018 (DfE KCSiE 2018) and HM Working Together to Safeguard Children 2018, which are incorporated into this policy.

# 2 Safeguarding

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes Working Together to Safeguard Children 2015 (page 6). NB. Children includes everyone under the age of 18 years of age

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

- Pupils' health and safety and well-being, including their mental health
- Meeting the needs of children with Special Educational Needs and / or Disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits

- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised abuse
- Bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice based bullying
- Peer on peer abuse
- Racist, disability and homophobic or transphobic abuse
- Gender based violence / violence against women and girls
- Extremist behaviour and / or radicalisation
- Child sexual exploitation and human trafficking
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment (DfE KCSiE 2018 Part Five)
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence
- Particular issues affecting children including domestic violence, female genital mutilation and honour based violence and forced marriage.

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Brookside Primary School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school therefore, led by senior members of staff / Governors aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be

suffering, or likely to suffer, significant harm.

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 Designated Safeguarding Lead. Although any staff can make a referral to Children's Social Care. Where a child is identified as being in immediate danger then there should be no delay in a member of staff reporting the concerns directly to Children's Social Care, in accordance with the policy, as required.

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

### **3 Introduction**

There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse
- Supporting pupils who have been abused in accordance with his / her Child Protection Plan
- Raising awareness of safeguarding children, child protection and equipping children with the skills needed to keep them safe

Included **within the policy** are a number of appendices:

- Appendix 1 Roles and Responsibilities
- Appendix 2 Identifying Concerns
- Appendix 3 Confidentiality
- Appendix 4 Records and Monitoring
- Appendix 5 Prevent Duty and Radicalisation
- Appendix 6 Child Sexual Exploitation (CSE) Statement
- Appendix 7 Female Genital Mutilation (FGM)
- Appendix 8 Children Missing from Education
- Appendix 9 Transportation of Children by Parents
- Appendix 10 Staff Checklist for Safeguarding at Brookside Primary School

The following appendices are in the **Safeguarding file** based in the school office:

- Appendix 5 Template: Front Sheet
- Appendix 6 Template: Chronology
- Appendix 7 Template: Detailed Concerns
- Appendix 8 Template: Concerns Shared by Others
- Appendix 9 Body Map Guidance for Schools and Body Map Template
- Appendix 10 Template: Safeguarding Children Data Base
- Appendix 11 Template: School's Safeguarding Action Plan
- Appendix 12 Template: Auditing of Pupil Records
- Appendix 13 Induction Checklist for Safer Recruitment

## **4 The Policy**

To provide a safe learning environment Brookside School 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 whom they can approach if they are worried
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Include opportunities in the PSHE and SRE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
  - Recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
  - Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse
  - Recognising how pressure from others can affect their behaviour
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school

- Promote pupil health and safety
- Promote safe practice and challenge unsafe practice
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers (DfE KCSiE 2018 Part Four, pages 50 to 60), and the NSCB Local Inter-agency Procedures
- Put in place and promote robust anti-bullying (including cyber bullying) strategies
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security
- Address drugs and substance misuse issues, through projects such as DARE
- Support and plan for young people in custody and their resettlement back into the community
- Work with all agencies with regard to missing children, anti-social behaviour, gang activity, violence in the community, knife crime and children at risk of sexual exploitation
- Everyone having a duty to safeguard children inside / outside the school environment including school trips, extended schools, activities and vocational placements

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE KCSiE 2018 to:**

- Ensure we have a Senior Designated Safeguarding Lead and Deputy Safeguarding Lead (both of whom are members of the school leadership team) for Safeguarding and Child Protection who has received appropriate training and support for this role
- Ensure we have a nominated Governor responsible for Safeguarding and Child Protection
- Ensure we have a Designated Teacher for Looked After Children
- Ensure every member of staff (including temporary and supply staff and volunteers) and the Governing Body knows the name of the Senior Designated Safeguarding Lead and Deputy Safeguarding Lead responsible for Safeguarding and Child Protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the

Senior Designated Safeguarding Lead or Deputy Safeguarding Lead or to Children's Social Care / police if a child is in immediate danger

- Ensure all staff and volunteers are aware of the Early Help process and understand their role in it
- Ensure that there is a Whistle-blowing Policy and culture where staff can raise concerns about unsafe practice
- 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 Safeguarding and Child Protection by setting out its obligations in the school prospectus
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a Child Protection Plan
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard (using form Appendix 7 or 8 which can be found in the Safeguarding File, located in the School Office)
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed
- Apply confidentiality appropriately
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies

## **5 Supporting Children**

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

- The content of the curriculum
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school Behaviour Policy, which is aimed at supporting vulnerable pupils in the school, ensures that pupils understand that some behaviour is unacceptable but that they are valued and will not be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with Pathway to Provision version 7, published in March 2018), 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 and that the child's social worker is informed
- Identify and record homophobic incidents and work with children to understand the consequences of their actions (in line with The Equality Act 2010)
- Ensuring that the vulnerability of children with Special Educational Needs and / or Disabilities is recognised

## **6 Safe Staff and Supporting Staff**

- Safer recruitment processes will be followed in accordance with NCC HR Guidance available on the Schools Portal and from DfE Keeping Children Safe in Education 2018
- School Leaders, staff and members of the Governing Body will be appropriately trained in safer working practices
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our Code of Conduct (this includes contact between staff and pupils outside the work context)
- In the event of any complaint or allegation against a member of staff, the Headteacher (or Senior / Deputy Designated Person) if the Headteacher is not present, will be notified immediately. If it relates to the Headteacher, the Chair of Governors will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and HR colleagues.

- 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. Advice and support will be made available by the SCiEO / LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from the HR's guidance section of the School Portal

## **7 Links to other Local Authority Policies**

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

- Behaviour Policy
- Attendance Policy
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- Health and Safety and Access Policy
- Special Educational Needs Policy
- Pathway to Provision (NCC)
- Children Looked After Policy
- Internet and Online Security Policy
- Safe Use of Photographs Policy
- Mobile Phones and Other Devices Policy
- Complaints Policy
- Sex and Relationships Education Policy
- Central Record of Recruitment and Vetting Checks
- Complaints Procedure Statement
- Freedom of Information
- Register of Pupil Attendance
- Staff Code of Conduct
- Staff Discipline, Conduct and Grievance

## **8 Equality, Diversity and Inclusion**

At Brookside School we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

## **9 Monitoring and Evaluation**

This policy will be regularly reviewed by the Governing Body and updated annually in line with Brookside Primary School's Policy Schedule.

## **10 Appendix 1 – Roles and Responsibilities**

### **Everyone**

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

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn.

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

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

All our staff are aware of systems within Brookside School and these are explained to them as part of staff induction, which include our Safeguarding and Child Protection Policy; the employee code of conduct and the role of the Designated Safeguarding Lead and DfE KCSiE 2018 Part One.

All our staff receive Safeguarding and Child Protection Training which is updated every three years. In addition to this training all staff members receive Safeguarding and Child Protection updates when required, but at least annually.

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

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

### **Staff Responsibilities**

All staff have a key role to play in identifying concerns early and in providing 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 Designated Safeguarding Lead as soon as practical that day. If the Designated Safeguarding Lead is not contactable immediately a Deputy Designated Safeguarding Lead 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 Designated Safeguarding Lead or their Deputy is not available
- Follow the allegations’ procedures if the disclosure is an allegation against a member of staff
- Follow the procedures set out by the LSCB and take account of guidance issued by the DfE KCSiE 2018 Part One
- Support pupils in line with their Child Protection Plan
- Treat information with confidentiality but never promising to “keep a secret”
- Notify the Designated Safeguarding Lead 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 Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are and know how to contact them
- Have an awareness of the Safeguarding and Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL

### **Senior Management Team Responsibilities:**

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance
- Provide a co-ordinated offer of early help when additional needs of children are identified

- Ensure staff are alert to the various factors that can increase the need for early help (DfE KCSiE 2018 Para 18)
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings
- Carry out tasks delegated by the Governing Body such as training of staff, safer recruitment and maintaining a Single Central Register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2018 Part Four), Nottinghamshire Safeguarding Children Board (NSCB) and Nottinghamshire County Council (NCC)

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

The Teacher's 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.

### **Designated Safeguarding Lead**

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

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

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

followed by all of the members of the school community in cases of suspected abuse.

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

### ***Manage Referrals***

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

### ***Work with Others***

- Liaise with the Headteacher / Principal (where the Senior 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' (DfE KCSiE 2018 Part Four) and the LADO where there are child protection concerns / allegations that relate to a member of staff
- Liaise with the case manager and the LADO / LADO Allegation Officer where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and / or support other staff to do so and to contribute to the assessment of children
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Board procedures and practice guidance

### ***Undertake Training***

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

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

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 7, EHAF and the Early Help Unit
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the Safeguarding and Child Protection Policy and Procedures
- Be alert to the specific needs of children in need, including those with Special Educational Needs and / or Disabilities and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Encourage a culture of protecting children; listening to children and their wishes and feelings

### ***Raise Awareness***

- Ensure that policies relating to child protection are known, understood and used appropriately
- Ensure that the Safeguarding and Child Protection Policy is reviewed annually in consultation with staff members, procedures are reviewed, updated 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 Safeguarding and Child Protection Policy is available to Parents / Carers and uploaded to the school website and make Parents / Carers aware that referrals may be made about suspected abuse or neglect
- Liaise with the NSCB and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise

## **Child Protection File**

The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school at the same time the child goes on roll of its new school or education provision.

## **Availability**

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

## **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff
- Sufficient resources and time are allocated to enable the 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 the school's approved Whistleblowing Policy
- The Headteacher will ensure all staff have access to and read and understand the requirements placed on them through: the Safeguarding and Child Protection Policy; the Staff Code of Conduct; NCC HR Staff Behaviour Policy also known as the Code of Conduct; DfE KCSiE 2018 Part One, as a minimum
- 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 DfE KCSiE 2018 Part One, and Part Two Leadership and Management
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the Headteacher or Principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per DfE KCSiE 2018 Part Four. If the allegation is against the Headteacher / Principal then the Chair of the Governing Body will manage the allegation – see below.

## **Governing Body and Trusts**

The Governing Body 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 NSCB guidance and monitor the school's compliance with them
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare
- Recognising the importance of information sharing between agencies through the statutory guidance provided within, *Working Together to Safeguard Children 2018* and the recently published HM Government guidance 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers', published July 2018.
- Ensuring cooperation with the local authority and other safeguarding partners
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for Safeguarding and Child Protection and that a Designated Teacher for Looked After Children is appropriately trained
- Ensuring that all staff read and fully understand at least DfE KCSiE 2018 Part One and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One
- Ensuring that the Governing Body is collectively responsible for the school's 'safeguarding arrangements'. All members of the Governing Body will undertake training about safeguarding and child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- The Chair of Governors and Named Safeguarding and Child Protection Governors will access role specific training to enable them to discharge and comply with their child protection / safeguarding responsibilities
- Ensuring there is a training a strategy in place for all staff, including the Headteacher, so that safeguarding and child protection training is undertaken with refresher training at three yearly intervals. The Senior Designated Safeguarding Lead and all other staff with designated safeguarding responsibilities should receive refresher training at two yearly intervals.

- Ensuring that staff undergo safeguarding and 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 safeguarding and child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint
- Ensuring that if there is an allegation made against the Headteacher or Principal that meets the criteria for a referral to LADO then the Chair of Governors will contact the LADO immediately (within 24 hours) – DfE KCSiE 2018
- Ensuring that arrangements / procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO)
- Ensuring 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
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum
- Ensuring that peer on peer abuse is included in Safeguarding and Child Protection policy, sexting and the school's response is included and different gender issues that are prevalent in peer on peer abuse
- Giving staff the opportunities to contribute and shape safeguarding arrangements and the Safeguarding and Child Protection Policy
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required
- Ensure at least one person on an interview panel has completed safer recruitment training when interviewing
- Recognising that certain children are more vulnerable than others, such as Looked After Children and children with Special Educational Needs and Disabilities

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

- A teacher will be appointed to take responsibility for promoting the educational achievement of children who are looked after and will undergo the appropriate training. The Designated Teacher will work with the Virtual School Co-ordinator 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 virtual head. 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, parents and carers 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 pastoral system. As a school, 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.

## 11 Appendix 2 – 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'

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

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

- Children who are concerned for younger siblings without explaining why
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements

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

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

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

***Some of the Possible Indicators Could Include:***

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

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

***Some of the Possible Indicators Could Include:***

Developmental delay, attachment issues, aggressive behaviour, appealing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are

usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

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

***Some of the Possible Indicators Could Include:***

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

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

***Some of the Possible Indicators Could Include:***

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

**Being Alert**

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

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

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

- *Bullying (including cyberbullying)*
- *Physical abuse such as hitting, kicking, shaking ,biting, hair pulling, or otherwise causing physical harm;*
- *Sexual violence and sexual harassment*
- *Sexting (also known as youth produced sexual imagery; and*
- *Initiation, hazing type violence and rituals*

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

### **Contextualised Safeguarding**

We recognise safeguarding incidents and / or behaviours can be associated with factors outside of school and / or can occur between children outside of school. All our staff but particularly our Designated Safeguarding Leads (DSLs) will consider the context within which such incidents and or behaviours occur. We recognise this is

known as 'contextual safeguarding' and will take into account by assessing whether wider environmental factors are present in a child's life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

## **Children with Special Educational Needs and / or Disabilities**

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

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

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

## **Taking Action**

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 Senior 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
- Question normally without pressurising and only using open questions
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but note the main points carefully
- A full written record will be kept by the staff and all duly signed, dated including the time the conversation with the child took place, outline what was said, 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 Senior 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. CSC will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted direct in an emergency

It should also be noted that staff working with younger children who need support to go the toilet or in some cases when changing a child, should not take a mobile phone or camera with them. Any staff member who is aware of such practice should inform the Designated Safeguarding Lead for child protection as soon as possible (see Acceptable Use of Mobile Phones, Cameras and Recording Devices Policy).

## **12 Appendix 3 – Confidentiality**

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

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

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

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

### **Information Sharing**

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

## 13 Appendix 4 – Records and Monitoring

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

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

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

A chronology is 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), this will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file exists (or a similar and consistent coding).

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

Please note that whilst the particular 'name' given to the file (i.e. concern or child protection) is a matter for the school, using the term child protection may give the

impression that this file just relates to child protection issues when this should not be the case if we consider broader safeguarding concerns. Research indicates that it is invariably children who are not necessarily formally considered to be 'at risk' through the provision of a Child Protection Plan, who are killed or seriously harmed and therefore to rely on child protection processes is not a sufficient safeguard.

Having too low a threshold for a concern file may be as problematic as having too a high a threshold.

It is also important to recognise that their files will be subject to external scrutiny for example through the serious case review process or through audit. Equally, it is important to understand why recording is important and appreciate that messages from research into serious case reviews identified that there were often significant concerns about the quality of records in schools and educational establishments and also the failure to pass on information when children and young people left.

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

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

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

- Front sheet
- Chronology
- A record of concern in more detail and body map where appropriate
- A record of concerns and issues shared by others

The school will keep written records of 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.

It is essential that accurate records are kept up to date and reviewed regularly by the Senior 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 and are important if there are any criminal proceedings arising from current or historical allegations of abuse or neglect.

It is important to appreciate that files may be taken for the purpose of external scrutiny for example for a serious case review or for audit.

The concern file can be active or non-active in terms of monitoring, i.e. a child is no longer LAC, subject to a Child Protection Plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then

arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

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

### **Recording Practice**

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode / incident / concern / activity regarding that child, including telephone calls to other professionals, needs to be recorded on a chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on a record of concern. *There are templates that can be used as guidance which include a file front sheet, chronology, record of concern and a body map. These are based in the Safeguarding File, which is located in the school office.*

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

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

The Senior Designated Safeguarding Lead will ensure 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), and will ensure that we contribute to assessments of need and support multi-agency plans for those children

## 14 Appendix 5 – Prevent Duty and Radicalisation

There are now duties imposed on schools and other agencies in relation to The Prevent Duty which came into force on 1 July 2015. The Prevent Duty is now incorporated into our existing policies.

Further advice in relation to this is within KCSiE and also the DfE non-statutory guidance for schools and early years' providers in relation to:

- Risk assessment (page 5).
- Working in partnership (page 7).
- Staff training (page 7).
- IT policies (page 8).
- Building children's resilience to radicalisation (page 8).

We are proactive in our approach and have ensured the Designated Safeguarding Lead has accessed face to face training to help identify risk and support other colleagues where there are specific concerns. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with. Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team and more serious concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

In exercising our specific duty under Prevent we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to Daesh, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision / systems.

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

our policies for use of the school premises by external agencies, visitors, premises' hire and our online safety and ICT policies.

## **15 Appendix 6 – Child Sexual Exploitation (CSE)**

Brookside School adheres to the NSCB procedure in relation to Child Sexual Exploitation. This statement summarises our position.

We recognise that Child Sexual Exploitation is a high profile issue both nationally and locally.

Brookside School recognises that the Child Sexual Exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our school.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen through inappropriate relationships such as older boy / girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

As a school we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

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

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

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

## 16 Appendix 7 – Female Genital Mutilation (FGM)

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Board procedures NSCB Procedures FGM which has been informed by the government Multi-Agency Statutory Guidance 2016.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

Although prevalence of FGM within Nottinghamshire is not likely to be high, no local authority area is likely to be free from FGM entirely. Staff and Governors therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 which strengthened protection to women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under the age of 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities. In all cases where schools suspect a girl to be at risk they must follow normal safeguarding procedures. Certain times of year present a greater risk to girls from practicing communities. The 'cutting season' during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all staff and the nominated Governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community
- A child may talk about a long holiday to a country where the practice is prevalent
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'

- A child may confide that she is to have a 'special procedure' or to attend a special occasion
- A child may request help, directly or indirectly, from a teacher or another adult
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family
- A girl is withdrawn from PSHE / SRE without any specific reason being given

In brief the signs that FGM may have occurred are:

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

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the Designated Safeguarding Lead who in turn should consult the MASH.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- You have a duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- There will be potential enquiries under Section 47
- There will be potential police enquiries
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child

Where you know that FGM has taken place:

- You must report this direct to the police in accordance with the mandatory duty

## 17 Appendix 8 – Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

We recognise that a child going missing from education is a potential indicator of abuse or neglect.

When a child is absent from school without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have an admission register and an attendance register which supports the school in safeguarding children who may be at risk of missing education.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding / education within Nottinghamshire County Council for pupils who are to be removed from the admission register where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system, e.g. home education – this will be communicated with the home elective team
- Does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he / she nor his / her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- Have been permanently excluded

The actions that will be taken by the school are in the *Guidance For Headteachers and Business Managers where Children are at Risk of Missing Education*.

**The above summarises that every child should be accounted for, their whereabouts should be known or we will make a referral to the relevant service. We will not remove a child from our role unless we can evidence an agreement with the local authority to do so.**

Where a pupil who fails to attend our school regularly, or has been absent without the school's permission for a **continuous** period of 10 school days or more we will follow Nottinghamshire County Council's *Guidance for Headteachers and Business Managers where Children are at Risk of Missing Education*

## **Absence**

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the school. Schools will need to identify whether the child is at significant risk. Children are more vulnerable who:

- Are on a plan (Child Protection Plan, child in need plan, looked after child, early help)
- Have Specialist Educational Needs and / or Disability
- Are using substances
- Have an Education Health Care Plan
- There are indications that the child is at risk of CSE, grooming, radicalisation etc

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.

School staff will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within school, the Designated Safeguarding Lead will be informed.

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents / Carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

When a decision has been made to contact the police, the police will require information from the school to assist in locating the child and returning them to a safe environment.

If a child has a social worker or case manager (eg. early help) then they should also be informed.

Where a child is known to regularly go missing from school, a risk assessment for the child will be undertaken.

For further guidance please see the missing protocol or speak to Nottinghamshire County Council's Glen Scruby, Children's Missing Officer.  
[Missing.CME@nottscc.gcsx.gov.uk](mailto:Missing.CME@nottscc.gcsx.gov.uk) / 0115 8041045

## 18 Appendix 9 – Transportation of Children by Parents

Our school recognises that at times Parents / Carers transport their own and other children to / from school visits or out of school activities etc. Where this occurs there are essentially two ways that this can be undertaken:

- Where Parents / Carers transport their own children, or agree with others to co-operate in transporting children to and from venues as a private arrangement, the health and safety of young people is the responsibility of the Parents / Carers concerned.
- Where Parents / Carers (or others) offer transport assistance which has been requested or **facilitated** by our school then they are in effect operating as volunteer employees and the responsibility for safety lies with our school. In these circumstances the Parent / Carer (or others) would be considered as a volunteer and this will require Brookside Primary to undertake the risk assessments as for any other volunteer in such an activity, e.g. receiving guidance on safeguarding from a member of the school's senior staff.

## Brookside Child Protection / Safeguarding Flow Chart

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

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

- Be alert to signs of abuse and question unusual behaviour

**Where a child or young person discloses abuse or neglect**

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

**Discuss concerns with the Senior 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 Safeguarding and Child Protection Policy

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

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

**Safeguarding concern resolved / no longer held**

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

**Children's Social Care**

**During Office Hour, Monday to Friday**

**Multi Agency Safeguarding Hub (MASH)**

**Tel:- 0300 500 80 90** If the child is at immediate risk dial 101 and ask for assistance Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats / concerns by adopting Nottinghamshire Safeguarding Children Board procedures – [www.nottinghamshire.gov.uk/nscb](http://www.nottinghamshire.gov.uk/nscb)

**Out of hours**

**Contact:-**

**Emergency**

**Duty Team**

**(5.00pm – 8.30m)**

**Tel: 0300 456 4546**

**Unmet needs identified**

Decide what actions are needed to support the child

**Consult with child young person, family and relevant agencies:**

Agree support, refer to NCC LA guidance 'Pathway to Provision' Version 7

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

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

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

# 19 Appendix 10 – Staff Checklist for Safeguarding at Brookside Primary School



## Staff Checklist for Safeguarding at Brookside Primary School

Name of Employee.....

This checklist should be used for all school based employees & Governors.

	<u>Check</u>
1. Employee informed that the Designated Safeguarding Leads in school are:  <b>Mrs Rachel Clark</b>  <b>Mr Gary Kenny</b>	<input type="checkbox"/>
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and Designated Safeguarding Leads are absent.	<input type="checkbox"/>
3. Advised of and discussed the following <b>school</b> policies, covering the agreed procedures and expectations of staff under each one - Code of Conduct (incl. allegations of abuse made against teachers and other staff) - Anti-bullying (anti-racism & homophobia) - Internet safety (including social media) & Acceptable use of mobiles / cameras - Contact between staff & pupils outside of work - Safeguarding and Child Protection Policy	<input type="checkbox"/>
4. Advised of and discussed all <b>statutory</b> guidance for schools and the responsibility of staff within them.  - 'Keeping Children Safe in Education' (senior designated lead officer will ensure all staff read and have a copy of part one of Keeping Children Safe in Education) - Dealing with Allegations of Abuse made against Teachers and other Staff (see Code of Conduct)	<input type="checkbox"/>

5. Arranged safeguarding training as detailed in 'Keeping Children Safe in Education'.	<input type="checkbox"/>
Head teacher / line manager signature:	Date:
Employee signature:	Date: