



Child protection policy

Introduction

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

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

Date of last review: Autumn 2022

Date of next review: Autumn 2023

Contacts

Role	Name	Contact Details
Designated Governor for Child Protection	Mike Potten	01159610850
Designated Senior Person for Child Protection	Jon Crone/Paula Taylor/ Lesley Balfe	01159610850
Attendance Officer	Lesley Balfe	01159610850
Designated LAC Teacher	Paula Taylor	01159610850
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 office hours	0300 456 45 46
Police to report a crime	101	In an emergency 999 (only)

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Academy Commitment

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2022 and HM Working Together to Safeguard Children 2019 are incorporated into this policy.

Other policies relevant to child protection and safeguarding include:

- Staff Code of Conduct
- Safer recruitment Policy
- Complaints Policy
- Pupil Behaviour policy
- Children Missing in Education
- Online Safety
- Child on Child Abuse and sexual violence and sexual harassment between children policy and procedures.

SAFEGUARDING

Child Protection Statement

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

The procedures contained in this policy apply to all staff, volunteers and governors / members of GNET Trust and are consistent with those of Nottinghamshire Safeguarding Children Partnership (Nottinghamshire Safeguarding Children Partnership).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at Netherfield Primary School 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-centred 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 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 2019 (page 6).

Mental Health

Staff should be aware that Mental Health problems can be an indication of abuse, neglect or exploitation see para 41 – 45 KCSIE 2022

Further information is available from the DfE guidance on mental health and behaviour in schools

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

Whole school 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 we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to 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 senior 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 broader aspects of care and education including:

- Pupils' health and safety and well-being, including their mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation: KCSIE 2022 Annex A – pages 118 - 122

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Domestic Abuse
- Contextualised abuse
- Bullying, including online bullying including cyberbullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Child on child abuse –Further covered in Sexual Violence and Sexual Harassment advice Sept 2022 with zero tolerance approach to peer on peer abuse
- Racist, disability and homophobic or transphobic abuse.
- Serious Violence
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation and trafficking
- Child criminal exploitation
- Online Safety and the impact of new technologies, including the sending of nudes and semi nudes formally referred to as 'sexting' and accessing pornography – reflecting the latest guidance on sharing nude and semi nude by the UK council for internet safety (UKCIS)
- Dangers related to betting and gaming online (inclusion of the 4th C - Commerce)
- Child on Child Sexual Violence and Sexual Harassment including the new Department for Education guidance of Sexual violence and sexual harassment between children in schools and colleges (Sept 2022)
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence. (County lines, Modern day slavery, CCE, and CSE)
- Particular issues affecting children including domestic 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 Annex A).

All our staff 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.

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

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

As a school 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 harm 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.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

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.

As a school 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, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

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](#)

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 child 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 expectation being imposed on 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 such as 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 child-on-child 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 caregivers); 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. Children are taught about the access across social media platforms and about how to work online safely.

Academy Ethos

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

The additional requirements for the teaching of RSE for primary age children has been implemented within the curriculum of Netherfield Primary Academy.

Our academy therefore, led by senior members of staff and 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 is to be taken in conjunction with the designated safeguarding lead or the deputy safeguarding leads. 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 staff reporting the concerns directly to children's social care.

However due to the format of the safeguarding team at Netherfield Primary, staff are aware that all concerns about a child should be sent immediately via Bromcom to the DSL, who will review and action any concern in real time.

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, MASH Consultation Line 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 whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

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

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

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.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

The Senior Designated Safeguarding Lead (DSL) or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies. This is achieved mainly through MASH and direct contact with social care or at relevant meetings.

On an individual basis supply staff and volunteers are briefed on safeguarding information they require for the time they spend in school. Supply staff all arrive with DBS, which is checked by the school office and volunteers are given the same induction as a member of staff. All longer term supply and volunteers are part of the school's register.

The Senior 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.

The Senior 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

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

The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

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However due to the format of the safeguarding team at Netherfield Primary, staff are aware that all concerns about a child should be sent immediately via Bromcom to the DSL, who will review and action any concern in real time.

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

The 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 in and outside of school.
- 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.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment

We recognise that because of the day-to-day contact our school staff have with children they and we are well placed to observe the outward signs of abuse.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to 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:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognising how pressure from others can affect their behaviour.
- Knowing that as a school, 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, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying..
- 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.
- Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing good communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience in our school.
- We will work together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- We will take all reasonable measures to ensure any risk of harm to children’s welfare is minimised inside and outside of the school 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, supply staff and contractors.
- 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.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (Nottinghamshire Safeguarding Children Partnership) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2022 to:

- Ensure we have a Snr Designated Safeguarding Lead (DSL) (who is a member of the school/college leadership team) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked-After children.
- Ensure we have a dedicated lead on children’s mental health.

- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead and their deputies responsible for child protection and their role.
- Ensure all staff including invigilators and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person or their deputies responsible for child protection or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in it.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the new intake booklet and on the school's website.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, (bromcom) 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 and support
- Ensure all records are kept securely; separate from the main pupil file, and either in a specialist digital safeguarding programme (Bromcom) or in a locked cabinet in an office (not a classroom).
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care, including the involvement of the Local Authority Missing in Education Officer.
- 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.

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 than vulnerable than others, which included children with special educational needs and or disabilities.

Children recognised to be more at risk

Keeping Children Safe in Education Sept 2022, gives further guidance on children who may have an elevated level of risk due certain characteristics, these being

Children with a Social Worker

Children Missing Education

Children requiring Mental Health Support

Children who are Looked After or Previously Looked After

Care Leavers

Children with SEND or Physical Health Needs

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.

The school will endeavour to support the pupil through:

- The content of the curriculum as available on our website.
- Maintaining a school 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 child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school 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.
- 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 all staff, with responsibility being with the DSL and SENCO.
- 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, who will be the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school/college child on child/ sexual violence and sexual harassment between children in school and college policy.*

Safe Staff and Safe Recruitment

- The leadership team and multi academy trust of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2022 Part Three and advised by Multi Academy Trust HR Services policy and practice guidance.
- School leaders, staff and members of the governing body and trust will be appropriately trained in safer working practices and access the safer recruitment training advised by HR Service the Trust.
- 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 where any concerns arise, we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2022 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2022 Part Three paragraphs 267 to 277..
- 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 2022 in line with KCSiE Part Four Section two. Staff can access a copy of this in the file tree for school policies.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the DSL, 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 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 Officers 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.
- 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.
- 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 folder on the server.

Links to other policies

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

- . Accessibility Plan
- . Anti-Bullying Policy
- . Attendance Policy
- . Behaviour Policy
- . Equality Policy
- . Central Record of Recruitment and Vetting Checks
- . Complaints Policy
- . Cyber –bullying
- . E Safety Policy
- . Freedom of Information
- . Female Genital Mutilation (FGM) Guidance
- . Radicalisation – Prevent Duty
- . Health and Safety Disability Equality Action Plan
- . School Access Policy
- . Privacy Policy
- . Home-school Partnership Agreement (Commitment to Excellence Partnership Agreement)
- . Positive handling Policy
- . Touch Policy
- . Register of Pupil Attendance
- . Behaviour Policy (Discipline with Dignity)
- . Sex and Relationships Education Policy
- . Special Educational Needs Policy
- . Schools information published on a website
- . Employee Code of Conduct
- . Grievance Procedure for School Staff
- . Harassment Procedure for School Staff
- . Staff Drug and Alcohol Misuse Policy
- . Smoke –free Environment Policy
- . Young Carers Policy
- . Stress Management Policy
- . Emotional Health and Wellbeing Policy
- . Medical Policy
- . Whistle blowing policy
- . Self Harm Policy

All Agencies

• Pathway to Provision Version 9.1 (NCC) • Guidance where children are at risk of missing education

- Escalation policy (NCC)
- Guidance for Headteachers and Business Managers when Children are Missing Education
- Inter-agency Safeguarding Children Procedures of the Nottinghamshire Safeguarding Children Partnership
- Nottinghamshire and Nottingham City Interagency Safeguarding Children Procedures ‘Self Harm and Suicidal Behaviour’.

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

Safe Staff and Supporting Staff

- The leadership and governing body of the school will ensure that all safer recruitment processes will be followed in accordance with DfE statutory guidance Keeping Children Safe in Education.2022. Staff and governors will be informed of any changes to practice, including section 128 checks on governors and post Brexit legislation.
- 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.
- Netherfield Primary Academy has a ‘Contact Between Staff and Pupils Outside the Usual Work Context’ policy.
- Staff Code of Conduct (Staff behaviour Policy) is currently on Intranet.
- 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, should be notified immediately. If it relates to the headteacher, the chair of governors should be informed without delay. We will respond to all allegations robustly and appropriately 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 Safeguarding Children in Education Officer (SCIEO) and LADO where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role conforming , with input from various departments including Safeguarding. A package of policies will also be supplied to new recruits to read prior to commencement at the Academy as part of this induction
- All staff will receive annual online safeguarding training by the National College, with additional updates where necessary

Behaviour that indicates an adult “may not be suitable to work with children”: a transferrable risk

An addition has been made to the types of behaviour which may indicate a person poses, or might pose, a risk of harm if they continue to work in regular or close contact with children. This is more commonly known as the 'harm test': a person has 'behaved or may have behaved in a way that indicates they may not be suitable to work with children' KCSIE Part 4 (Page 81) details what allegations may meet the harm threshold and the responses to the allegation

This addition is intended to capture a broader range of behaviour which may indicate risk where an incident occurs outside of school and did not involve children but could have an impact on their suitability to work with them. For example, being involved in a domestic violence incident at home, where violent behaviour is triggered and could pose a risk to children at school. This is known as transferrable risk.

Section 2 of KCSIE 2022 - Page 94 also details concerns that may not meet the threshold and are deemed to be low level concerns and the responsibilities of schools and places specific emphasised that it is crucial that any such concerns are reported and dealt with effectively.

Examples of low level concerns include;

1. Being over friendly with children
2. Having favourites
3. Taking photographs of children on their mobile phone
4. Engaging with a child on a one to one basis in a secluded area or behind a closed door or
5. Using inappropriate sexualised, intimidating or offensive language

All low level concerns should be recorded in writing

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 Template: Front Sheet
- Appendix 6 Body Map Guidance
- Appendix 7 Academy Safeguarding Audit
- Appendix 8 Child on child Abuse
- Appendix 9 Child Sexual and Criminal Exploitation
- Appendix 10 Sharing of nudes and semi-nudes/Sexting
- Appendix 11 Online Safety
- Appendix 12 Prevent and Radicalisation
- Appendix 13 FGM
- Appendix 14 Children Missing in Education
- Appendix 15 Transportation of Children by Parents
- Appendix 16 Photography and Videoing of Children
- Appendix 17 Private Fostering

Appendix 1

Roles and Responsibilities

Everyone

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

All staff within our 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.

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 or one of the deputy safeguarding leads 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 Netherfield Primary School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the designated safeguarding lead and Keeping Children Safe in Education Part One.

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

All appropriate 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.

Teachers (including ECTs) and Headteachers – Professional duty

The Teacher's Standards 2013 terminology amended 2021 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.

Staff responsibilities

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

To achieve this they will:

- Understand that Safeguarding is **everyone's** responsibility
- 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, including mandatory RSE education.
- 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 or Deputy DSL immediately that day.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations' procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LSCB and take account of guidance issued by the DfE KCSIE 2022 Part One.
- Support pupils in line with their child protection or child in need 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. See Pathway to provision version 9.1
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2019 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).
- 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 2022), Nottinghamshire Safeguarding Children Partnership and Nottinghamshire County Council (NCC).

Designated Safeguarding Lead

KCSIE 2022 has clear guidance in Annex C page 143 – 149 about the role of the DSL, but now includes a specific lead responsibility to include Online Safety and should be explicit in the role holders job description

Previous advice as below is still relevant;

“help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.”

In support of this change, the guidance states that local authorities should share that a child has a social worker with the DSL

This expansion of the DSL’s role anticipates an increased level of engagement and coordination with teachers, members of the leadership team and local authorities (as well as any other relevant statutory agencies) to link up safeguarding and academic support for pupils, in particular those identified as having increased risk or in need of additional support.

DSL’s should hold information from the local authority about children who have a social worker and this information should be used so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding such as:
 Responding to unauthorised absences or missing education
 The promotion of the child’s welfare
 Considering the provision of pastoral and/or academic support

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. This 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 two deputy safeguarding leads, who will provide cover for the designated safeguarding lead when they are not available. Our deputy safeguarding leads have received the same training as our 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 designated safeguarding lead in managing referrals, attending Child Protection Conferences and supporting the child/children.

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

Netherfields Bromcom safeguarding database, includes information on whether a pupil has a current or historic social worker

The Designated Safeguarding Lead is expected to:

- **Manage Referrals**
 - Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
 - Refer Channel programme where there is a radicalisation concern
 - Refer to the Police if a crime has been committed

- **Work with others**
 - Liaise with the case manager (as per Annex C of KCSIE 2022) and the LADO where there are concerns/allegations that relate to a staff member.
 - Act as a point of contact for other safeguarding agencies
 - Promote supportive engagement with parents
 - Ensure safeguarding record transfer is completed for all pupils leaving the Academy to new Academic service providers, either in year transfer or at Y6, with meetings with DSL if required.

The Designated Safeguarding Lead with the support of the Deputy Designated Safeguarding Leads 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.
 - Review the Child protection Policy Annually and is available publicly

- **Work with others**
 - Liaise with the headteacher to inform him of any issues and ongoing investigations .
 - 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 2019 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.

- **Undertake training**

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

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 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 children from the risk of radicalisation
- Encourage a culture of protecting children; listening to children and their wishes and feelings

- **Raise awareness**

- Ensure that the child protection policies are known, understood and used appropriately
- Ensure that the child protection policy is reviewed annually in consultation with staff members and procedures are updated and reviewed regularly and implemented, and that the 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
- Liaise with the Nottinghamshire Safeguarding Children Partnership 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 designated safeguarding lead is responsible for ensuring that where children leave the school or college their child protection file, 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.

- **Availability**

- During term time the Designated Safeguarding Lead (or a deputy) are always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns. Out of term time, clear guidance is made available to those wishing to raise safeguarding concerns to the school safeguarding team. Appropriate arrangements will also be made for any out of school hours activities in- line with the guidance contained in DfE KCSIE 2022 .

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 that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Head Teacher will ensure all staff have access to and read and understand the requirements placed on them through: - the Whole School Child Protection Policy; the staff behaviour/conduct policy; NCC HR Staff Behaviour Policy also known as the Code of Conduct; DfE Keeping Children Safe in Education guidance 2022 Part One, as a minimum.
- The Headteacher will ensure there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2022 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 Designated Safeguarding Lead will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per KCSIE 2022. If the allegation is against the Head Teacher then the Chair of the Governing Body will manage the allegation – see below.
- Please see previous information regarding teachers and transferable risk.

Governing Body and Trust

The Governing Body and Trust are 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 within the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2019) as well as with local Nottinghamshire Safeguarding Children Partnership guidance and monitor the school's compliance with them.

- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSIE 2022, Working Together to Safeguard Children 2019 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 the guidance within Sexual Violence and Sexual harassment in Schools and Colleges Sept 2021 is embedded in the practice of the school
- 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 safeguarding and child protection and a Designated Teacher for looked after children, who is appropriately trained.
- Ensuring that all staff read at least part one of Keeping Children Safe in Education 2022 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 child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring there is a training a strategy in place for all staff, including the Headteacher, so that child protection training is undertaken with refresher training at one yearly intervals. The Snr Designated Safeguarding Lead and Deputy should receive refresher training at two yearly intervals.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated in to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring that there are procedures in place to manage allegations against staff. Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
- Ensuring a response if there is an allegation against the Headteacher that meets the criteria for a referral to LADO then the Chair of Governors/Chair of the Management Committee/Proprietor will contact the LADO immediately (within 24 hours) – KCSIE 2022.
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual and criminal exploitation and to help prevent the risks of their going missing in future.
- Ensuring that appropriate filters and monitoring systems are in place to protect children online.
- Ensuring that children are taught about safeguarding online through teaching and learning opportunities.
- Ensuring that child on child abuse is included in safeguarding child protection policy, the sharing of nudes and semi nudes, sexting and the school's response is included and different gender issues that are prevalent in child on child abuse.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and 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. (See previous paragraph)

Looked After Children – the role of Designated teacher and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the education achievement of children who are looked after. They have the appropriate training. The designated teacher will work with the Virtual School Head 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 and development 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 academy pastoral system. As an academy 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. If any criminal justice proceedings are commenced, the DSL and designated teacher will provide ongoing support as required

Care Leavers

We recognise those children and young people who cease to be Looked After and become ‘care leavers, should remain supported and our Designated Teacher and schools staff will work with the personal advisor appointed for them to help develop a pathway plan with them and the young person.

Children with Mental Health and Emotional Welfare Needs

There will be a designated lead with overall responsibility for the mental health and emotional needs of pupils within the school. Netherfield Primary provides a referral process to the PMHT (Trailblazers), who provide therapy for a range of emotional wellbeing needs. The school also has a trained counsellor who is from a local company which school buys into and a member of staff trained in ELSA.

Children with a Social Worker

Please see previous information on the DSL’s responsibilities for children with a social worker

Children Missing In Education

Special emphasis should be focused on children absent or missing in education, with consideration and risk of CSE, CCE. The attendance team will monitor absences and draw to the attention of the safeguarding team any concerns, whilst ensuring referrals are made to the missing in education officer Glen Scruby

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.

It should also be noted that the new KCSIE guidance also places significant emphasis on pupil's mental health, which makes a clearer link between mental health and safeguarding, and stresses the role that schools play in detecting possible problems and supporting good mental wellbeing.

The definition of safeguarding and promoting the welfare of children includes preventing impairment of children's mental (as well as physical) health and development, and all staff should be aware that mental health problems can be an indication of abuse, neglect or exploitation

While only professionals should diagnose mental health problems, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. Staff should immediately raise any mental health concerns which are also safeguarding concerns with the Designated Safeguarding Lead (DSL) or deputy, and follow their child protection policy.

Staff must be aware of how adverse experiences, like abuse and neglect, can have a lasting impact on a child's mental health, behaviour and education. Relevant advice and guidance, such as Mental Health and Behaviour in Schools 2018, sets out the best practice in this area and Public Health England's guidance on promoting children and young people's emotional health and wellbeing

Schools must recognise their role in supporting their pupils' mental health, and governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible problems, including routes to escalate concerns and clear referral and accountability systems.

Yearly National College Safeguarding Training will help staff identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one.

Netherfield Primary School is committed to the improvement of pupil's mental Health and works in collaboration with a school counsellor and representatives of the Trailblazers Mental Health Team from CAMHS to which referrals are directed dependant upon need.

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 (This is displayed in both Academy Staffrooms):

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

The four categories of child abuse are as follows:

5. Physical Abuse
6. Emotional Abuse
7. Sexual Abuse, and
8. Neglect

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

Some of the Possible Indicators could Include:

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

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

Some of the Possible Indicators could include:

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

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

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

Some of the Possible Indicators could include:

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

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

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

All our staff have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via child on child 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
- Sharing of nude or semi nudes formerly described as 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 to the designated safeguarding lead or one of the deputy safeguarding leads in accordance with our academy policies and procedures

Sharing of Nudes and Semi Nudes –

Advice for schools is contained within the below guidance, which includes advice on how to deal with reports of the sharing of such imagery, which Netherfield Primary School will adhere to when such reports are received

Sharing nudes and semi-nudes: advice for education settings working with children and young people - Published 23 December 2020

Contextualised safeguarding

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school or college and can occur between children and other adults outside of these environments.

ALL STAFF but especially the DSL and deputies should consider whether children are at risk of abuse or exploitation in situations outside their families

Extra familial harm takes a variety of different forms and children can be vulnerable to multiple harms including Sexual Exploitation, Criminal Exploitation and serious youth violence

Netherfield Primary School makes referrals to the Local Authority – Tackling Emerging Threats Team for additional support alongside and MASH referrals

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse when an individual or group takes advantage of an imbalance in power to:

Coerce, Manipulate or deceive a child into Sexual or Criminal Activity

Imbalance of power could be due to age, gender, sexual identity, cognitive ability, Physical strength, status and access to economic or other resources

Abuse can be in exchange for something the victim needs or wants and will normally be to the financial or other advantage of the perpetrator or facilitator

Possible signs of Child Sexual exploitation:

Children who appear with unexplained gifts or new possessions

Children who associate with younger people involved in exploitation

Children who have older boyfriends or girlfriends

Children who suffer from sexually transmitted diseases or become pregnant

Children who suffer from changes in emotional well-being

Children who misuse alcohol or drugs

Children who go missing for periods of time or regularly come home late and

Children who regularly miss school or education or do not take part in education

Possible signs of Child Criminal Exploitation:

Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs

Increased absence from school

Change in friendship/relationships with others/groups

Significant decline in performance
Signs of self-harm/significant change in wellbeing
Signs of assault/unexplained injuries

Domestic Violence

The Domestic Abuse Act 2021 came into effect in April 2021 and introduces the first ever statutory definition of domestic abuse and recognises the impact of DV on children as victims in their own right.

The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse.

KCSIE recognises that ALL children can be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members
Exposure to Domestic Abuse and/or violence can have a long lasting emotional and psychological impact upon children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result of the abuse

Children with Special Educational Needs

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

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

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

Taking action where concerns are identified

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

If staff have concerns about a child they will need to decide what action to take. Where possible a discussion will take place with the designated safeguarding lead or deputy 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. In this case a referral will be made by

the member of staff if required, with the designated safeguarding lead being informed of the referral. Normally MASH referrals are made by one of our DSLs.

Our staff recognise that children are vulnerable to abuse by their peers. Such abuse will be taken seriously by staff and will not be dismissed.

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

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, eg to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising and only using open questions.
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive or repetitive.
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc. This will now take place on bromcom digitally. If any other handwritten records were made, these will be forwarded to the DSL or Deputy for inclusion on Bromcom
- 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 or deputy 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 normally 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, such as a report of serious violence or assault, which would necessitate their immediate response to an immediate risk to the pupil, or on advice from the MASH.

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

Appendix 3

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

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 2018 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

DfE guidance See also the Nottinghamshire Safeguarding Children Partnership guidance. [www.nottinghamshire.gov.uk/Nottinghamshire Safeguarding Children Partnership](http://www.nottinghamshire.gov.uk/Nottinghamshire_Safeguarding_Children_Partnership)

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 2019 para 23).

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

- DfE KCSIE 2022
- HM Working Together to Safeguard Children 2019
- 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 Policy and Practice Guidance.

Where appropriate, we will share safeguarding information in a timely manner with Medical Practices within the Academy's catchment area including 'Encompass' Domestic Abuse information, details of appropriate persistent absent students (less than 90%) and MASH referrals. We will also, with consent of students, share details of young carers with Medical Practices within the Academy's catchment area.

This will all be in order to ensure interagency awareness and support.

Appendix 4

Records and Monitoring

Any concerns about a child will be recorded in writing on bromcom as soon as practicable after the concern has emerged. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Bromcom records indicate the source of the concern, nature and any action taken. Bromcom captures the time and date of the referral to the safeguarding team. Where an opinion or professional judgement is recorded this should be clearly stated as such.

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

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

Any safeguarding concerns will be kept chronologically in the main school electronic file (Bromcom Cloud Based Management Information System).

Safeguarding, child protection and welfare concerns will be recorded and, when in a hard copy state, 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 electronic (Bromcom) copy pupil file will have a red C or Historic Safeguarding marker on the 'Basic Details' page to denote that a separate hardcopy file exists.

Electronic safeguarding, child protection and welfare concerns will be recorded and securely electronically stored within Bromcom separate from the main electronic pupil file. Access to the electronic safeguarding, child protection and welfare concerns will be restricted to appropriate staff. The main electronic pupil file will have a marker clearly indicating that a safeguarding concern exists and whether this is active or historical.

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

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Our academy uses Bromcom to raise and maintain concern files or child protection confidential files.

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

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

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

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

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

- A referral to MASH/Children's Social Care.
- Any concern, which indicates the pupil might be at risk of harm .
- Any child open to social care.

Within a child's electronic 'concern' file there will be, when appropriate:

- A Front Sheet
- A chronological record of any concerns.
- A record of concerns in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.
- The actions taken to minimise risk and safeguard the pupil

The school will keep electronic (Bromcom) records of a concern/s about children even where there is no need to refer the matter to MASH/Children's Social Care

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

The 'confidential' file can be active or historical in terms of monitoring ie a child is no longer LAC, subject to a child protection plan or EHAF or current risk and this level of 'achieved' activity can be recorded by date. . If future concerns then arise it can be re-activated and indicated as such on basic details page of Bromcom.

Where children leave the academy we will ensure their concern/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Wherever possible, the file will be hand-delivered or electronically transferred to the receiving designated safeguarding lead with a discussion taking place. The academy will do all it can 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 chronologically, 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.

More detailed recording on the record of concern will contain the authors details and will be dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision Version 9.1 .

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

The Senior Designated Persons 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.

It is best practice for continuity of support in these cases and wherever possible the Netherfield Primary School DSL should attend any core group/CIN or CPP meeting prior to the pupil commencing on roll to gain a full understanding of circumstances and risk.

Educating Young People

As an academy we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

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

This issue will be taught as part of a wider character, resilience and well-being programme and compulsory RSE education in primary schools.

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

- communication
- understanding healthy relationships, including trust

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

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- Government advice on sharing nudes and semi nudes in educational settings
- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.
- Sexual Violence and Sexual harassment in schools and colleges
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#) which helps young people to handle incidents of sexting.
- The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

- Other online links promoting Emotional Well-being are also accessible on the Netherfield Primary website.

Appendix 5

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

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

- Be alert to signs of abuse and question unusual behaviour

Where a child or young person discloses abuse or neglect

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

Share concerns via bromcom with the Snr or Deputy Designated Safeguarding Lead

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

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

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

Safeguarding concern resolved/no longer held

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

Children's Social Care

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

**Out of hours
Contact:-
Emergency
Duty Team
(5.00pm –
8.30am)
Tel: 0300 456
4546**

Unmet needs identified

Decide what actions are needed to support the

Consult with child young person, family and relevant agencies:

Agree support, refer to NCC LA guidance 'Pathway to Provision' Version 9.1

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

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

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

Appendix 6

Body Map Guidance

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Body maps are also available on the safeguarding section of Bromcom, which might be easier for recording should staff have access at the time to their computer.

If Bromcom is not a practical method of record any injuries, please use the below body map forms - Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

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

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

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

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

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

Ensure First Aid is provided where required and record

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

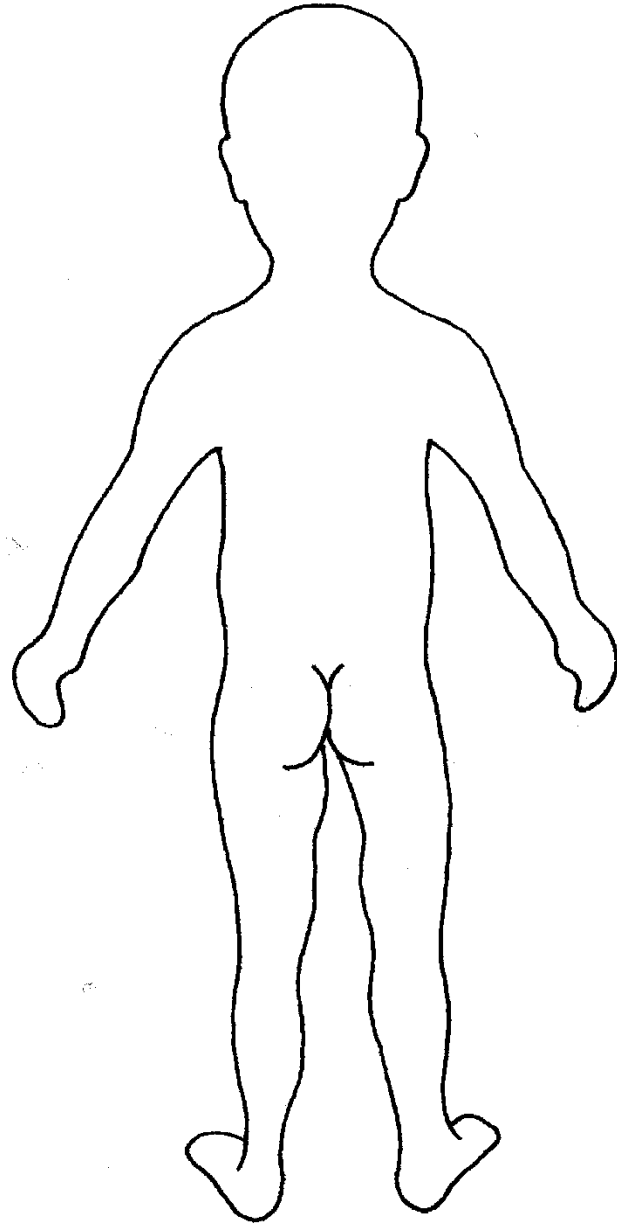
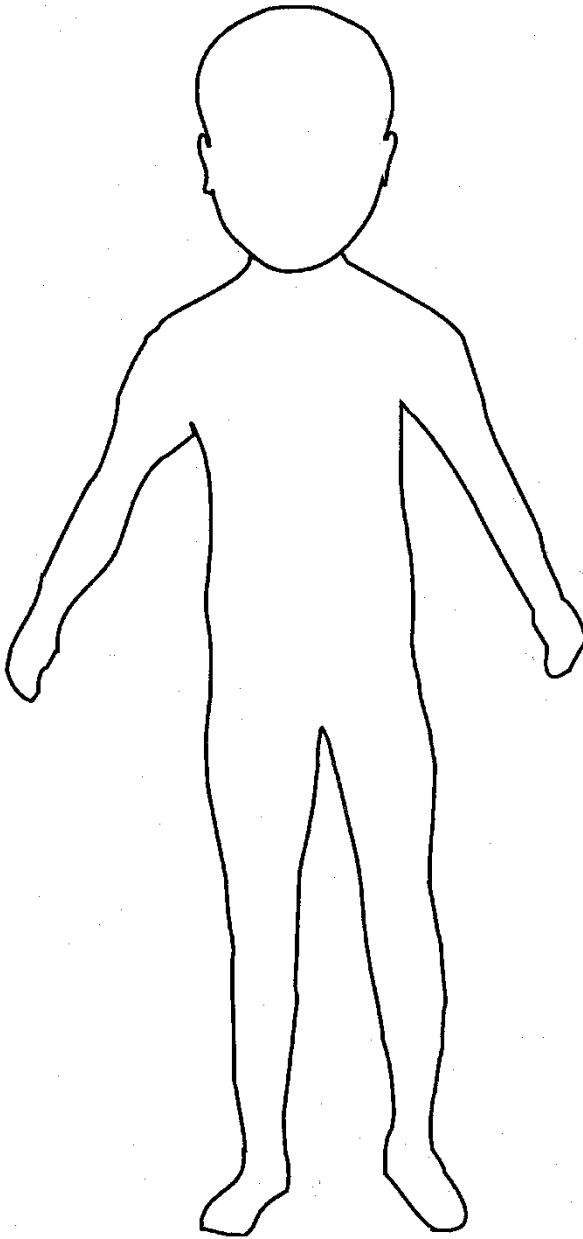
BODYMAP

(This must be completed at time of observation)

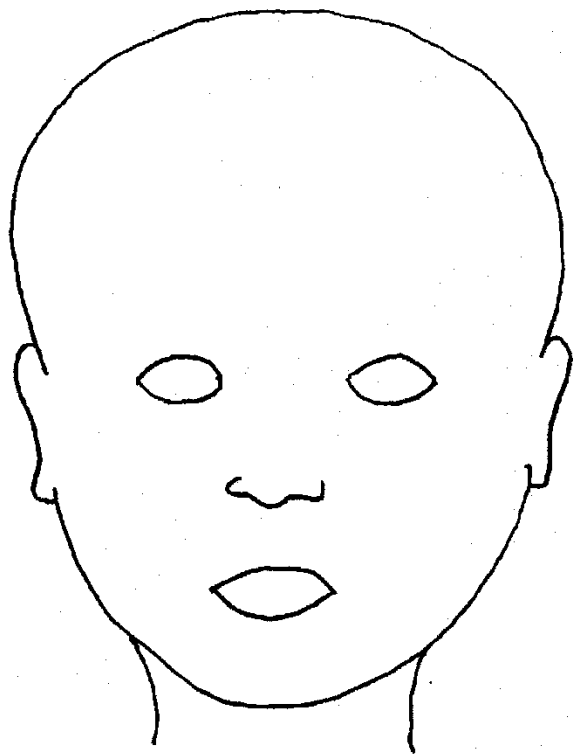
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

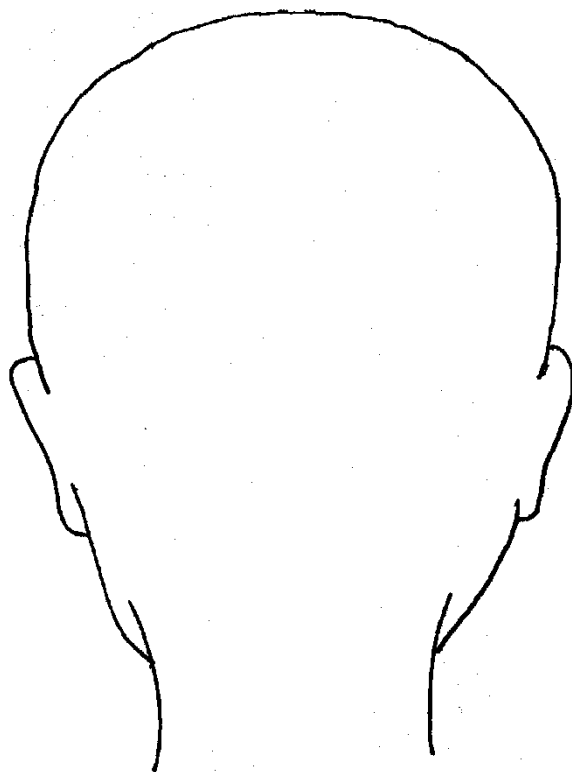
Date and time of observation: _____



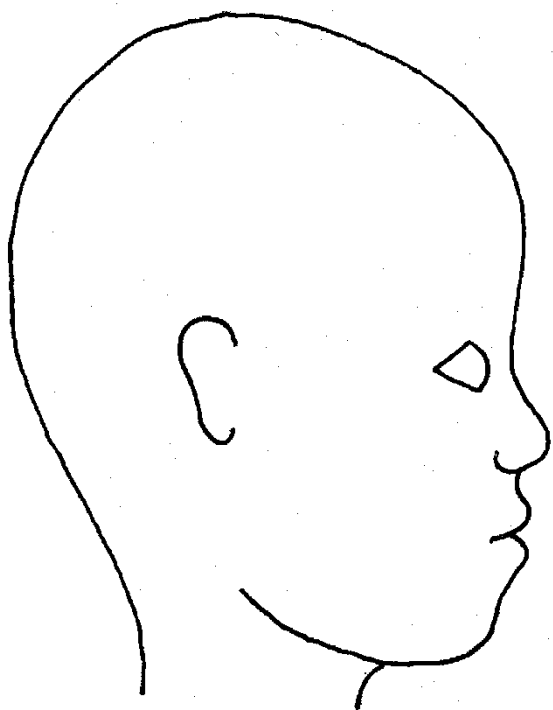
Name of Child: _____ Date of observation: _____



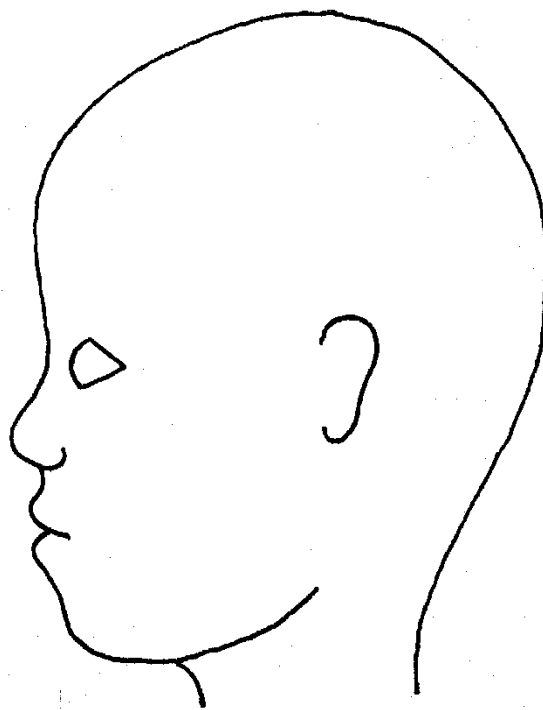
FRONT



BACK

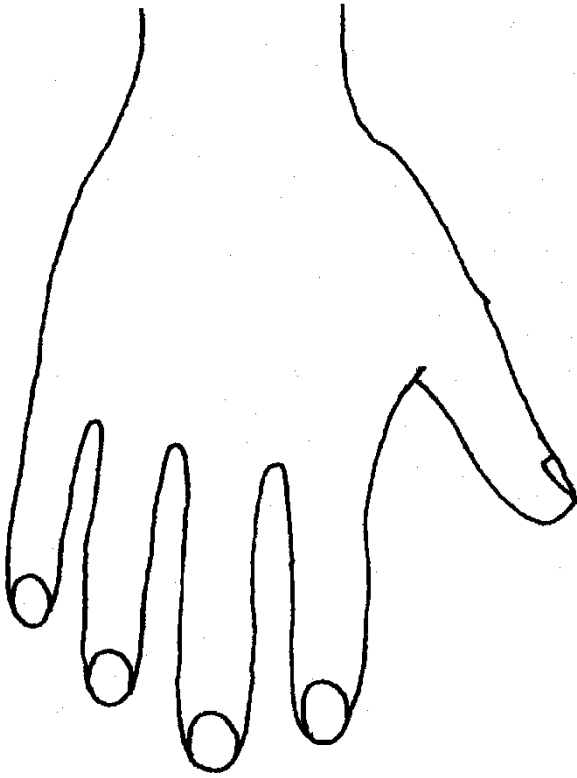


RIGHT

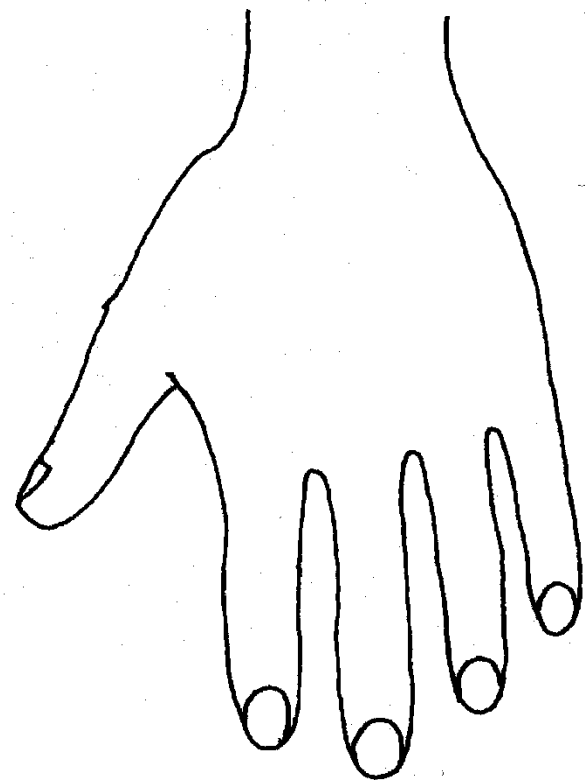


LEFT

Name of Child: _____ Date of observation: _____

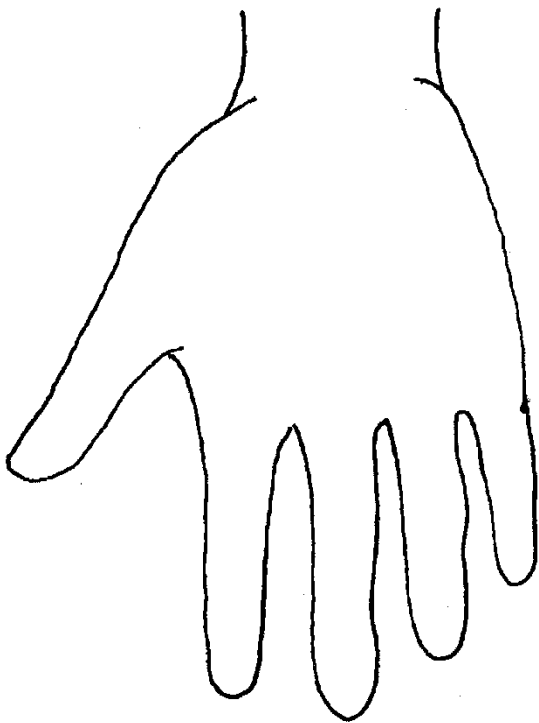


R



L

BACK



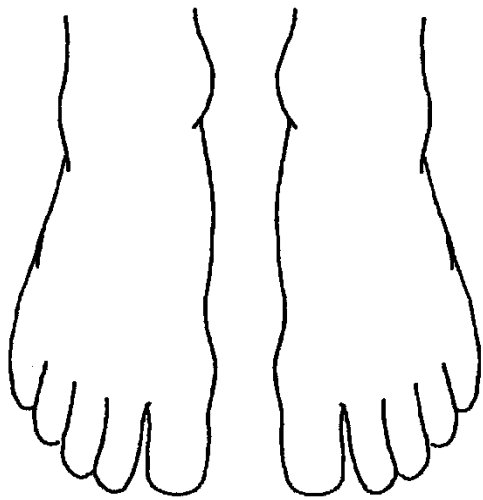
R



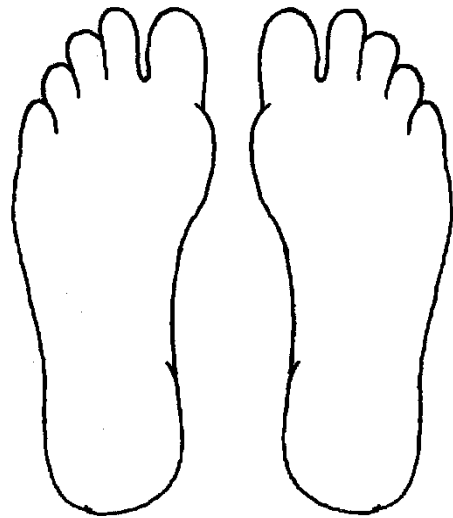
L

PALM

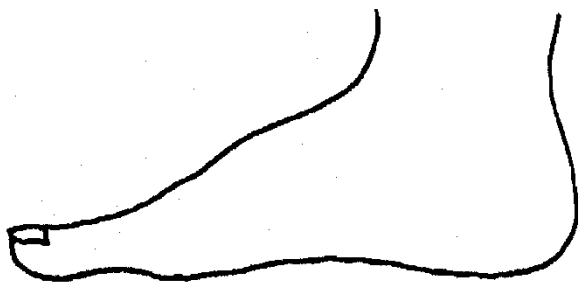
Name of Child: _____ Date of observation: _____



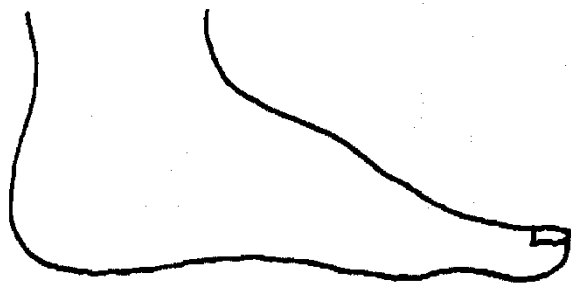
TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Appendix 7

Auditing the Academy's safeguarding record keeping

Good record keeping is not bureaucracy it is safeguarding!

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

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

Sample: Clearly the more files that we examine, the fuller the picture we will have of processes in the academy. However this needs to be balanced against the time demands of an audit. In our academy the audit will need to look at two or three files from each year group. It is also reasonable for the academy to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

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

Self Audit

The academy's safeguarding self-audit is undertaken yearly, in conjunction with a peer review by the Governor, who has specific responsibility for Safeguarding

The Audit uses forms, which are then submitted to the local authority and contain extensive information on the safeguarding arrangements of the Academy.

The evidence and information contained in the self audit forms are discussed at length with the Governor and are subject to challenge and scrutiny.

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Appendix 8

Child on child Abuse Policy

KCSIE has expanded the definition of Child on child Abuse

Child on child abuse can take many forms and can occur both inside and outside of the academic setting and online

Bullying (including cyberbullying), prejudiced based and discriminatory bullying, abuse within intimate partner relationships and can include acts such as:

Physical abuse including hitting, kicking, shaking, biting, hair pulling or other physical harm

Sexual violence and sexual harassment, consensual and non consensual sharing of nudes and semi nudes images and or video's, causing someone to engage in sexual activity without consent with a third party, upskirting and initiation/hazing type violence and rituals and how the school should respond to this

Upskirting

Our academy recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up"

In cases where child on child abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sharing of nude and semi nude imagery, Sexting or other youth produced digital imagery
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used by for bullying and other abusive behaviour

There are a number of factors that make children more vulnerable to child on child abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience child on child abuse but they do so in gendered ways.

The sexual violence and sexual harassment between pupils at school and college settings guidance Sept 2021, gives specific advice and guidance on how to deal with such incidents

Netherfield Primary School will operate a zero tolerance approach to such concerns and make it clear to pupils that such behaviour will not be tolerated and will reassure all victims that their complaints will be taken seriously, they will be supported and kept safe, with proportionate action being taken against the perpetrator.

Evidence also shows that children with special educational needs and LGBT children are at greater risk

Staff must be aware that such behaviour will:

Be challenged

Will not be acceptable, tolerated or an inevitable part of growing up

Will not be dismissed as banter, just having a laugh or boys being boys.

Dismissing or tolerating such sexual violence or harassment risk normalising them

Sexual Violence - The guidance details sexual violence as Rape, Assault by penetration, Sexual Assault and causing someone to engage in sexual activity. A detailed description of such offences are contained within guidance, but should staff have difficulty in differentiating then advice from the DSL can be obtained.

Consent is defined as having the freedom and capacity to choose.

A child under the age of 13 can NEVER consent to any sexual activity and the age of consent is 16

Sexual harassment – This is referred to as “unwanted conduct of a sexual nature” and can occur online, offline and inside or outside of school premises. Contextually it relates to child on child incidents and may consist of, but not exclusive of sexual comments, telling sexual stories, lewd comments, sexual remarks about clothes, appearance and calling someone a sexualised name.

Sexual jokes or taunting

Physical behaviour such as deliberately brushing against someone or interfering with their clothes.

On line sexual harassment may include consensual and non consensual sharing of nudes and semi nudes, sharing of explicit material and upskirting, sexualise online bullying, unwanted sexual comments or messages on social media and sexual exploitation, coercion and threats

When there has been a report of sexual violence, the designated safeguarding lead or deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Serious sexual violence will require further considerations. If an allegation involves Rape or Sexual Assault by penetration then the proximity of victim and alleged offender is likely to be especially distressing. Whilst establishing the facts of the case and liaising with external agencies the alleged perpetrator ***SHOULD*** be removed from any classes they share with the victim and consider how best to keep both parties separate on school premises, including the time before and after leaving school

For other reports of sexual violence and harassment the proximity of both alleged perpetrator and victim should be considered to avoid distress and minimise any further risk.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) especially any actions that are appropriate to protect them.

The designated safeguarding lead or deputy should ensure they are engaging with children's social care and specialist services as required including the Police. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required

Important considerations should include:

The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions on how any investigation will be progressed and any support that they will be offered;

The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;

The ages of the children involved;

The developmental stages of the children involved;

Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;

If the alleged incident is a one-off or a sustained pattern of abuse;

Are there ongoing risks to the victim, other children, adult students or school

Part 5 of KCSIE should be consulted for additional information and advice, with consideration being given to the powers of search and confiscation if digital media evidence may be relevant

The key consideration is for staff not to view or forward any illegal images of a child, this is further emphasised in the government guidance of Sharing nudes and semi-nudes: advice for education settings working with children and young people Published 23 December 2020 – further guidance for staff and DSL's to consider is contained in this guidance.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Risk assessments should be recorded either written or electronic (On Bromcom) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe

Further support mechanisms can be considered, such as early help and access to other support agencies or counselling services

Appendix 9

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Policy

The academy adheres to the Nottinghamshire Safeguarding Children Partnership procedure in relation to child sexual exploitation and child criminal exploitation. This is our policy to summarise our position.

We recognise that child sexual and criminal exploitation are high profile issues both nationally and locally.

Both take advantage of an imbalance in power to:

Coerce, Manipulate or deceive a child into Sexual or Criminal Activity

Imbalance of power could be due to

Age, gender, sexual identity, cognitive ability, Physical strength, status and access to economic or other resources

The abuse can be in exchange for something the victim needs or wants and will normally be to the financial or other advantage of the perpetrator or facilitator

Child sexual exploitation involves an imbalance of power between exploiter and child
The victim may have been sexually exploited even if the sexual activity appears consensual
It may not involve physical contact – could be the use of technology
Can involve any young person under the age of 18, including 16/17 year olds who can consent to have sex
Can involve penetrative and non penetrative acts and non contact sexual activity
Can occur without the child or young persons knowledge - for example by others copying video's or images they have created and posted on social media

Child Criminal Exploitation - May involve Violence or threat of violence

Victim can be criminally exploited even if the activity appears consensual

No necessity for physical contact - can be as the result of technology

Examples:

Forced to work in cannabis factories

Coerced to move drugs, cash or other items (County lines)

Forced to steal

Forced to threaten other young people

The academy recognises that the child sexual and criminal 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 academy.

Child sexual and criminal 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. Ant such exploitation can be face to face or remote.

As an academy we recognise that prevention is the best position with regard to CSE and CCE. 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 and CCE are , to understand the risks of both 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 RSE

In addition, assemblies are scheduled throughout the calendar year with ongoing class time input with safeguarding themes and intervention being delivered.

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.

Some signs a child might be being sexually exploited include;

- Children who are absent or missing from school
- Children who appear with unexplained gifts or new possessions
- Children who associate with younger people involved in exploitation
- Children who have older boyfriends or girlfriends
- Sexually transmitted diseases or pregnancy
- Changes in emotional well-being
- Misuse alcohol or drugs
- Children who go missing for periods of time or regularly come home late

Some signs a child maybe criminally exploited include

- Unexplained gifts/new possessions
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Appendix 10

Youth Produced Sexual Imagery – sharing of nudes and semi-nude images or video's (Sexting) by persons under 18 years of age

Introduction

The academy recognises that the sharing of nudes and semi nudes formerly known as 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

The Academy will adhere to the Government guidance - ***Sharing nudes and semi-nudes: advice for education settings working with children and young people***
Published 23 December 2020

The advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

children and young people find nudes and semi-nudes online and share them claiming to be from a peer
children and young people digitally manipulate an image of a young person into an existing nude online
images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

This guidance covers

a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a peer under the age of 18
a person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18 with a peer under the age of 18
a person under the age of 18 is in possession of nudes and semi-nudes created by another person under the age of 18

It does not cover:

the sharing of nudes and semi-nudes of under 18s by **adults** (18 and over) as this constitutes child sexual abuse and education settings should always inform their local police force as a matter of urgency
children and young people under the age of 18 sharing adult pornography or exchanging sexual texts which do not contain images

The academy recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.

'Indecent' is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or district judge to decide based on what is the recognised standard of propriety.

Indecent imagery does not always mean nudity; however, images are likely to be defined as such if they meet one or more of the following criteria:

- nude or semi-nude sexual posing (e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear)
- someone nude or semi-nude touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting someone else sexually
- sexual activity that includes animals

The law criminalising indecent images of children was created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children and young people. The law was also developed long before mass adoption of the internet, mobiles and digital photography.

Despite this, children and young people who share nudes and semi-nudes of themselves, or peers, are breaking the law.

However, children and young people should not be unnecessarily criminalised. Children and young people with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow them into adulthood

Whilst children and young people creating and sharing images can be risky, it is often the result of their natural curiosity about sex and their exploration of relationships. Therefore, engaging in the taking or sharing of nudes and semi-nudes may not always be 'harmful' to all children and young people. Situations should be considered on a case by case context, considering what is known about the children and young people involved and if there is an immediate risk of harm. Often, children and young people need education and support for example, on identifying healthy and unhealthy behaviours within relationships and understanding consent and how to give it. Safeguarding action will also be required in cases where there is risk of harm.

Handling Incidents

When an incident involving nudes and semi-nudes comes to the attention of any member of staff in an education setting:

the incident should be referred to the DSL (or equivalent) as soon as possible
the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns
there should be subsequent interviews with the children or young people involved (if appropriate)
parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process

The NPCC has made it clear that incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding children.

In many cases, education settings may respond to incidents without involving the police, for example where an incident can be defined as 'experimental and there is no evidence abusive or aggravating elements.

The police may, however, need to be involved in some cases to ensure thorough investigation, including the collection of all evidence (for example, through multi-agency checks). Where there are abusive and/or aggravating factors, incidents should always be referred to the police through the Multi-Agency Safeguarding Hub (MASH)

Even when the police are involved, a criminal justice response and formal sanction against a child or young person would only be considered in exceptional circumstances. To help local police services develop a coordinated, effective and proportionate response in this area, the NPCC and College of Policing has produced operational advice for law enforcement relating to the investigation of nudes and semi-nudes sharing offences.

On receipt of the concern the DSL should consider

whether there is an immediate risk to any child or young person
if a referral should be made to the police and/or children's social care
if it is necessary to view the image(s) in order to safeguard the child or young person – in most cases, images or videos should not be viewed, section 2.10 of the advice gives further guidance on when an image may need to be viewed)
what further information is required to decide on the best response
whether the image(s) has been shared widely and via what services and/or platforms. This may be unknown
whether immediate action should be taken to delete or remove images or videos from devices or online services
any relevant facts about the children or young people involved which would influence risk assessment
if there is a need to contact another education, setting or individual
whether to contact parents or carers of the children or young people involved - in most cases they should be involved

Whether the incident involves an adult.

Whether there is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).

What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent (see section 1.6 for guidance on assessing behaviour).

The images involves sexual acts and any pupil in the images or videos is under 13 (see Annex A for more information about age considerations).

You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

If none of the above apply, the DSL may decide to respond to the incident without involving the police or children's social care. They can still choose to escalate the incident at any time if further information/concerns are disclosed at a later date.

The decision to respond to the incident without involving the police or children's social care should only be made in cases where the DSL (or equivalent) is confident that they have enough information to assess the risks to any child or young person involved and the risks can be managed within the education setting's pastoral support and disciplinary framework and, if appropriate, their local network of support.

The decision should be made by the DSL (or equivalent) with input from the education's settings headteacher/principal or manager and leadership team and input from other members of staff if appropriate. The decision should be made and recorded in line with the education setting's safeguarding or child protection procedures and should be based on consideration of the best interests of any child or young person involved. This should take into account proportionality as well as the welfare and protection of any child or young person. The decision should be reviewed throughout the process of responding to the incident.

At all times consideration should be given to the child in question and they should be dealt with sensitively and in accordance with the guide paying attention to the involvement and notification of parents or carers. The image or images should be removed from the device by the child and confirmed with them they have done so. Additional information should be given to the child and parents regarding tools and sites who might be able to remove the imagery if this is online.

The referral to external agencies such as the Police or MASH could also be considered by the DSL should there be any other specific concerns or vulnerabilities such as the child being or has been the subject of a child protection plan or EHAF

If a decision is made to view imagery, the DSL (or equivalent) would need to be satisfied that viewing:

is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved

is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or young person or parent or carer in making a report

is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network

If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting nudes and semi-nudes from devices and online services to limit any further sharing.

In most cases, children and young people should be asked to delete the imagery and to confirm that they have deleted them. They should be given a deadline for deletion across all devices, online storage or social media sites. They should be reminded that possession of nudes and semi-nudes is illegal. They should be informed that if they refuse or it is later discovered they did not delete the imagery, they are continuing to commit a criminal offence and the police may become involved.

If a device is to be viewed, then safeguards in accordance with the device should be followed and consideration should be given to any support, which a member of staff may need following any such viewing.

Further information is available from the guide referred to above

Appendix 11

Online Safety

As schools and colleges increasingly work online at home, it is essential that children are safeguarded from potentially harmful and inappropriate online material.

Governing bodies and proprietors should ensure appropriate filters and monitoring systems are in place and if pupils are being asked to work remotely due to the coronavirus pandemic, they follow the guidance set out in Safeguarding and remote education during coronavirus (COVID-19) Updated march 2021

Our academy ensures that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including children sexual exploitation; radicalisation and sexual predation.

Online safety now covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to take into account the increasing mobility of access to digital technology through the range of mobile devices.

Technology often provides a platform to facilitate harm. However, it important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.

Through our Online Safety Policy, our academy will ensure that we meet their statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our academy, including the risk of Cybercrime. The policy also forms part of our academy's protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter terrorism and Securities Act 2015 which requires our academy to ensure that children are safe from terrorist and extremist material on the internet.

Our academy will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the academy's IT systems and technology that can be used online.

Our academy recognises that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

Appendix 12

Prevent Duty and Radicalisation – Revised November 2016

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 is now incorporated into our existing policies.

Terrorism

Children vulnerable to extremist ideology and radicalisation should be part of the whole school safeguarding approach.

Terrorism is the use or threat of action, both in and outside of the UK, designed to influence any international government organisation or to intimidate the public. It must also be for the purpose of advancing a political, religious, racial or ideological cause.

Examples include:

serious violence against a person or damage to property,
endangering a person's life (other than that of the person committing the action),
creating a serious risk to the health or safety of the public or a section of the public,
action designed to seriously interfere with or seriously to disrupt an electronic system.

Extremism

This is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect of different faiths and beliefs

Radicalisation

Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

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
- Working in partnership
- Staff training
- It policies
- Building children's resilience to radicalisation

We are proactive in our approach and have ensured the DSL and deputy DSLs have 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. .

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 an academy 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.

Appendix 13

Female Genital Mutilation – Revised November 2016

Guidance Notes for Staff/Governors

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Partnership procedures Nottinghamshire Safeguarding Children Partnership 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 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 DSL or Deputy DSL 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.
- 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.

KCSIE reinforces the FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Where you know that FGM has taken place:

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

Appendix 14

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 academy 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/carer 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; or,
- have been permanently excluded

The actions that will be taken by the academy are in the Guidance For Head Teachers 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 academy regularly, or has been absent without the academy's permission for a **continuous** period of 10 school days or more we will follow Nottinghamshire County Council's Guidance for Head Teachers and Business Managers where Children are at Risk of Missing Education

Absence (See academy's attendance policy for more information)

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 academy we will take steps to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and or a disability
- are using substances
have an education health care plan
- there are indications that the child is at risk of CSE, grooming, radicalisation etc

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

Academy 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 the academy, the designated safeguarding lead or a deputy 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 will also be informed.

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

Further advice can be obtained from the Attendance team at Netherfield Primary, who continue to liaise with the Missing in Education Local Authority worker Glen Scruby

Elective Home education - It should also be also noted that whilst some children have positive experiences of home education, for some they are less visible to services, whose purpose is to keep them safe and supported.

If a parent or carer expresses their intention to educate a child at home school and the local authority should work together to coordinate a meeting with the parent to discuss their intention to home educate. This is particularly important should the child have special educational needs, is vulnerable or has a social worker

Appendix 15

Transportation of Children by Parents

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

1. 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.
2. Where parents/carers (or others) offer transport assistance which has been **requested or facilitated** by our academy then they are in effect operating as volunteer employees and the responsibility for safety lies with our academy.

In these circumstances the parent/carer (or others) would be considered as a volunteer and this will require the academy to undertake the necessary checks as for any other volunteer in regulated activity. eg obtaining an enhanced DBS certificate (which should include barred list information). The same policy as for academy staff transporting children will therefore apply.

Appendix 16

Photographing and Videoing of Children in the Academy

At our academy we have taken a sensible and balanced approach to photographing and videoing children on the academy site. We have a formal policy around taking photographs and video images of children (Images Policy) and a copy of the document is available from academy website and/or the academy office.

Taking pictures and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the academy's requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

Further guidance is provided by the Information Commissioners Office on taking photographs in Schools and the Data Protection Act 2018 **ICO: taking photographs in schools**

Appendix 17

Private Fostering Guidance for Schools

Schools/academy's play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are not private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison.
- Children sent to this country, for education or health care, by parents who live overseas.
- A child living with a friend's family because they don't get on with their own family.
- Children living with a friend's family because of their parents' study or work.
- Children staying with another family because their parents have separated or divorced.
- Teenagers living with the family of a boyfriend or girlfriend.
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families.
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'.
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Nottinghamshire MASH.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for:

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur.
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Lead for safeguarding (SDL).
- The SDL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement.

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, the Nottinghamshire MASH Team will arrange for an officer to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person. This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required. Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

- <http://privatefostering.org.uk/>
- [‘Child Trafficking and Private Fostering’, ECPAT UK](#)