

Trust Policy



Safeguarding Policy

(Nottinghamshire County Council model)

The Garibaldi School

Contained within this document:

Full safeguarding guidance for county schools

This policy should be read in conjunction with:

The full list of associated policies contained within this document



Safeguarding Policy – The Garibaldi School (Nottinghamshire County Council Model)

Policy/Procedure management log

Document name	Safeguarding Policy (Nottinghamshire County Council Model)
Author	H Duffy
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Reviewer	Executive Directors

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V7	September 20	H Duffy	September 2020	September 2020
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Files, Recording and Auditing

Please Note: It is important to acknowledge that some Nova schools no longer keep paper files.

Staff will need to access relevant training to be confidently and competently able to administer the system and its functions for recording and reporting cases of a 'safeguarding' and or 'child protection nature. Staff with designated safeguarding responsibilities, including governors and senior leaders will need to be conversant with the electronic system to ensure it is fully operational, maintained and suitable to support the schools 'safeguarding arrangements'.

The Head Teacher, if not the Senior Designated Safeguarding Lead, as well as named governors with child protection/ safeguarding responsibilities, will also need to be conversant with whatever system is in place to be able to carry out, as a minimum, the annual safeguarding/ child protection audits.

At The Garibaldi School we use the Nova Education Trust Safeguarding app for recording safeguarding concerns.

Transfer of Concern/Child Protection File

When children leave a school or college through either transfer or transition to another school or education provider the Senior Designated Safeguarding Lead (DSL) should ensure their 'concern'/'child protection' file is transferred to the new school or college as soon as possible, ideally at the same time as the child goes off roll. The 'concern'/'child protection' file should be transferred separately from the main pupil file, ensuring secure transit via a secure and signed for mechanism, or where possible, in person, and confirmation of receipt should be obtained. It is advised, wherever possible, for the file to be hand-delivered to the receiving Senior Designated Safeguarding Lead, ensuring a discussion takes place and is **clearly logged** with the time, date and name of the DSL, before the child goes on roll, to ensure all necessary safeguards are in place and the child is aware of who will be available to support them.

Transferring of schools at key stages is often a difficult or anxious time for most children. For children with child protection or safeguarding concerns/ needs this can be increased through the nature of what may be happening in the child's life and within the family.

Those with designated safeguarding roles and responsibilities should ensure wherever possible the child feels able to voice any concerns or share information with a member of staff. It would be advisable wherever possible for the child to be offered a mentor or 'key person' who they can go to for support.

If there is any ongoing legal action when the child/ young person is leaving or transferring to another school this must be shared fully with the Snr DSL at the receiving school i.e. A child being on a Child Protection Plan could also be considered as 'legal 'action'. Custody of any legal documentation and responsibility for subsequent actions then passes to the School that the child/ young person transfers to. School should not retain copies of information or legal documentation unless it complies with any retention policy of the individual school.

Retaining files:

- Primary schools must send everything that they have to the secondary school and keep nothing themselves.
- Secondary schools must retain copies of the person's file up until their 26th birthday

Please Note: This guidance along with the child protection policy template will be extensively reviewed and revised as soon as the Government and DFE publish the next edition of DFE Keeping Children Safe in Education and HM Working Together to Safeguard Children or other statutory guidance which will inform on roles, responsibilities and practices to be brought into place and action. It is also vital that a school reviews policy and procedures at regular intervals and linked to any contextual and relevant safeguarding concerns.

INTRODUCTION

The Garibaldi School

Policy statement and principles

Ethos

The well-being and success of our students is at the centre of The Garibaldi School vision. The school is a safe environment where students can feel comfortable, well supported and confident.

We believe that it is our duty to develop the aspirations of our students and we encourage students to set high standards for themselves. As a result, targets are high and we expect high quality teaching and a professional approach to learning to support our students to achieve.

Our students take pride in themselves and in being a part of The Garibaldi School. We help students develop teamwork and leadership skills. Most importantly our students learn how to respect themselves and others. We are clear in the way that we expect our students to conduct themselves with all members of our community. Therefore, by the time our students leave, they have gained the skills, qualities and qualifications needed for a successful future.

We recognise our responsibility to keep students safe and all staff are committed to do so.

This Safeguarding Policy will be reviewed by the Senior Designated Safeguarding Lead Phil Hunt on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will, as a minimum, be fully reviewed once a year. During the autumn term it will be provided to the Governing Body for approval and sign off at the first autumn term meeting. This policy works alongside other school policies such as; Staff Behaviour Policy (code of conduct), safer recruitment policy, allegations against staff, complaints, student behaviour, children missing education and online safety.

Date of last review: September 2021

Date of next review: September 2022

Role	Name	Contact Details
Designated Governor for Child Protection/ Safeguarding	Amanda Proctor	01623 464220
Senior Designated Safeguarding Lead	Phil Hunt Assistant Head of School	01623 464220

Deputy Safeguarding Lead	Martin Dawson Deputy Head of School	01623 464220
<i>Names of additional Safeguarding Officers</i>	Ellie Jewsbury, Melissa Stevenson, Tom Voice, Amie Poznanski	01623 464220
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 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)

The school's Senior Leadership Team:

Mr James Aldred – Head of School
Mr Martin Dawson – Deputy Head of School
Mr Phil Hunt – Assistant Head of School
Ms Melissa Stevenson - Assistant Head of School

The Garibaldi School

Our policy applies to all staff, governors and volunteers working in The Garibaldi School 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 The Garibaldi School Safeguarding Policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE

Statutory Guidance Keeping Children Safe in Education 2021 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

During the Covid-10 pandemic we have followed local and national guidance to help keep students safe. During periods of full or partial lock down we have and we will continue to adopt mechanisms to help us identify students at risk and work with other agencies to provide a continuum of care. We will continue to promote students safeguarding and welfare to all staff.

Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. At The Garibaldi School we will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors/ member of the Nova Education Trust and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at The Garibaldi 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-centre and will be supported to consider, at all times, what is in the best interests of the child.

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

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

Safeguarding and promoting the welfare of children is defined as:

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

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

Whole school 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 Safeguarding 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 where 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.
- At The Garibaldi School we use a number of approaches to staff training. In September 2021 all staff undertook the Nottinghamshire County Council tri-annual training and throughout 21-22 we will access online training from the National College.

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

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

Safeguarding can involve a range of potential issues such as:

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

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

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

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

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

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

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

Should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe. At The Garibaldi School, all staff receive annual training on how to raise concerns and how to manage a disclosure. This is done every September before students return to school and throughout the year with new members of staff. We carefully consider how the child is feeling and ensure their needs are met.

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](#)

At The Garibaldi School we recognise some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty; • Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education; • Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs, are influenced by gangs and drug and knife crime;
- Children who have limited or no support or supervision when online and or using social media sites outside of their understanding or age limits.
- 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.
- Children with mental or physical health issues or needs.
- Children or young people with 'carer responsibilities beyond their age or limitations'.

All staff has received training to help them recognise safeguarding concerns. This is done through appropriate online training and whole school safeguarding training that is completed annually. All staff is aware of procedures to follow in the event of their concerns or a student disclosure. Staff sign after training to acknowledge they have had the training, understand procedures and have received updated KCSiE documentation. The Nottinghamshire Country Council tri-annual safeguarding training was completed in September 2021. Records and certificates of completion of National College courses are also provided.

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 masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

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

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

All staff at The Garibaldi School undertake tri-annual training facilitated by Nottinghamshire County Council that highlights behaviours that may be an indicator that a child is vulnerable or has been subject to form/s of abuse. This training was last completed in September 2021.

At The Garibaldi School we recognise that students can be vulnerable when working remotely using a range of media platforms. Through our Personal Development Curriculum we look to educate students so they know how to keep themselves safe on line. The school's website provides links to guidance documents and agencies that can support young people and parents/ carers when there are concerns.

The Garibaldi School has developed communication strategies to ensure students can use technology to inform us when they have concerns about themselves or others. This is reinforced/supported via the Personal Development/Religion, Equality and Diversity and subject curriculum.

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

Children are at the centre of everything we do in school. Our safeguarding arrangements are child focused. It is made clear to students that they can access support from any member of staff but in particular their mentor and student services. Some students with special educational needs may have a keyworker who can again offer additional support. Mentors and keyworkers know to refer concerns to a DSL.

At The Garibaldi School we recognise that mental health problems can only be diagnosed by trained professionals, but understand our role in identifying concerns. We observe students and understand how events in their lives may lead to deteriorating mental health. We look to refer students to support and offer counselling sessions when appropriate to do so. Where known concerns already exist, we respect the roles of other agencies (such as CAHMS) and work with them to support a young person. We know that every child will experience different things and react differently in terms of mental health, behaviour and education. Where a member of staff has concerns about a young person's mental health they refer to a DSL in line with school procedure.

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

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Senior Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the Senior Leadership Team is informed as soon as possible. Staff have been made aware of the mandated duties in relation to FGM and Prevent. Staff know that in the event of known or suspected case of FGM they have to report it to the police. Staff has received specific accredited training on these themes in September 2021.

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

At The Garibaldi School we recognise the need and importance of working with other agencies to support vulnerable children. We have regular contact with social workers and staff from other agencies. We engage in multi-agency meetings both on and off the school site. We call and host meetings where appropriate and invite all stakeholders to ensure concerns are shared and support is provided.

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 students may be vulnerable to. Information sharing for students 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.

At The Garibaldi School we do sometimes refer students to alternative provision. This is done as a last resort and will be done in the best interest of the child and all stakeholders are consulted. We recognise that alternative provision leads to greater outcomes for a child as opposed to them being permanently excluded from school. We work with local Alternative Provision (AP) providers to ensure a continuum of care and education. Half termly visits are made by the SDSL to the providers to check on the welfare and progress of the Garibaldi students in attendance. The overall attendance of the students is checked daily and where they arise safeguarding concerns are discussed, meetings held and action taken. All staff at The Garibaldi School know that a student attending an AP is still a student we are directly responsible for and still part of The Garibaldi School community therefore continue to have a duty of care.

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

Where concerns are raised and it is appropriate to do so the school will make referrals to the Early Help Team or Multi Agency Safeguarding Hub (MASH). When a referral is made the school will take advice and support the child as instructed to do so.

All new staff undergo safeguarding training as part of their induction. This occurs regardless of when their employment commences. Supply staff are made aware of our safeguarding procedures. All staff and visitors are issued with lanyards. On the reverse of the lanyard are the names of the DSL's and instructions to report concerns immediately.

In September 2021 all staff completed National College training, NCC training and bespoke training for The Garibaldi School. All three approaches refer to the duty of care staff working in a school have and the procedures to go through when concerns are raised or identified. Staff undergo a test at the end of the National College training and sign to say they have attended and understood the NCC training. Any materials used in delivery of training are shared with all staff for their reference.

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, see KCSiE 2021 page 147. Typically, the student services team will work with mentors, the family engagement officer, achievement leads and classroom teachers to ensure barriers are known and support is given to help a young person overcome them.

The Senior DSL along with the Designated Teacher can inform the Governing Body and Head of School 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 school has a Looked After Children (LAC) co-ordinator who is a full-time teacher in school. The LAC co-ordinator attends LAC reviews and Personal Education Plan (PEP) meetings to ensure a continuum of care. The LAC co-ordinator maintains good links with the Virtual School Head to promote the educational achievement of previously looked after children.

Contextualised Safeguarding

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

Whilst managing safeguarding concerns or disclosures our school will consider the context of each individual student. We will consider the environment within which a young person lives and develops and the impact of this in terms of presenting risk. Concerns will be managed in line with school procedures.

- Child Sexual Exploitation – CSE.
- Radicalisation and Extremism.
- Criminal Child Exploitation – CCE.
- Serious Youth Violence - County Lines.
- Human Trafficking.
- Harmful Sexual Behaviour – HSB.

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 EHCP).
- 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. 16
- 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 are aware they must **always act in the ‘best interest of the child’** and report or refer concerns in accordance with our school policies and procedures.

Our Safeguarding 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. All members of the Senior Leadership Team and the Business Operations Manager are safer recruitment trained.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse. • Supporting students 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 peer on peer abuse (child on child) abuse and sexual violence and sexual harassment.

We recognise that because of the day to day contact with children, school staff 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 Relationship, Sex and Health Education (RSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, peer on peer abuse (child on child), sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced sexting.

- Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
- Recognising how pressure from others can affect their behaviour.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Maintain an on-line safety policy, that takes into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.
- The school's broad and balanced curriculum will help educate students on how to keep themselves safe – the personal development and equality, diversity and religion curricula deliver topics to help safeguard students and protect them from harm. The compulsory curriculum is delivered and is just one part of our student-centred approach to safeguarding.
- We will look for opportunities beyond the classroom to educate students about keeping safe.
- 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 (KCSiE 2021 Part Four Pages 81 to 95) and Part Four Section two for dealing with low-level concerns, and the NSCP local multi-agency procedures.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.

Where a student may access off site provision in the form of alternative provision we carry out all necessary checks on the provision and make half termly checks on the welfare of the student at the provision. We ensure students know who to contact at both the provision and school in the event of them feeling vulnerable or unsafe. We request DBS details of all staff working with our students, we have copies of the provisions safeguarding policy and they have a copy of ours.

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

- Ensure we have a Snr Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2021 Annex C).
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely;

- Confidential paper files are kept away from the students' main file in a secure locked location. An electronic system is used to record initial concerns and resulting actions.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

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

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

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum ensuring it has contextual relevance and considers emerging threats.
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives students a sense of them being valued.
- The school behaviour policy, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable students 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. The Garibaldi School has an internal isolation unit (INTEX) where a student can be placed as a result of poor behaviour. Working with INTEX staff the student can reflect on their unacceptable behaviour. Students also have support from mentors and the student services team. SEND students will also get support from the schools SENCO. The school also offers support via our alternative to exclusion arrangements (ALTEX).

- Liaison with other agencies that support the student 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 student 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 the schools SENCO and student support team.
- Where a child discloses a concern or informs of an incident which has involved them and is 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 will inform a Designated Safeguarding Lead immediately, and actions taken in accordance with the school’s peer on peer/ sexual violence and sexual harassment between children in school and college policy.

Students can seek advice and support from mentors, student services and student support. Staff can seek support from the Senior Leadership Team and where necessary professional support will be sought.

Safe Staff and Safe Recruitment

- The leadership team, the Governing Body and the 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 2021 Part Three and advised by NCC HR/ Multi Academy Trust HR Services policy and practice guidance. All members of the Senior Leadership Team and the Business Operations Manager are safer recruitment trained.
- School leaders, staff, the Governing Body and staff of the multi academy trust will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service. (NCC direct schools to the NSPCC Safe Recruitment online course).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2021 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2021 Part Three paragraphs 250 to 256.

- 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 students outside the work context. Concerns regarding low-level concerns will be included in our code of conduct and staff handbook from 1st September 2021 in line with KCSiE Part Four Section two. Staff can access a copy of this from Mrs A Smith, HR Administrator. All staff receive handbook during first inset day.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by undergoing training with the senior DSL before beginning working and contact with students.
- In the event of any complaint or allegation against a member of staff, the Head of School (or the Designated Safeguarding Lead) if the Head of School is not present, will be notified immediately. If it relates to the Head of School, 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 Officer and HR Business Partner or HR Service.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team. All school employees have access to the Westfield Heath Scheme and therefore can be signposted to specific levels of support.
- 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 Portal.
- Supply staff are provided with school specific information upon their arrival. This information includes DSL names and what to do in the event of them having concerns about a child or being in receipt of a disclosure. All supply staff are supplied by agencies and the agency undertake all necessary employment checks; we have this confirmed to us in writing. This is line with KCSiE September 21 paragraph 268.
- The Garibaldi School does use contractors to provide services. The organisation employing the contractor will undertake all necessary employment checks to ensure the contractor is able to work in a school setting. This is line with KCSiE September 21 paragraphs 272 to 277. Identification is always checked when a new contractor is sent to site.
- The school does allow visitors to the school site. Visits are regulated, for example a visiting parent will be supervised at all times whilst on the school site. Where a visitor from another agency is expected to attend the school site, a social worker for example, calls made to Nottinghamshire Social Services to validate their identity. Upon arrival on site their identification is checked.
- The Garibaldi School welcomes the contribution volunteers can make to the school. Any volunteers that have not undergone checks are not left unsupervised on the

school site. Not all volunteers need to or can undergo checks, a supervised volunteer cannot be checked against the barred list for example.

- Where a student may access off site provision in the form of alternative provision we carry out all necessary checks on the provision and make weekly calls to each provision to check on the welfare of the student and half termly visits to see each child at the provision. We ensure students know who to contact at both the provision and school in the event of them feeling vulnerable or unsafe. We request DBS details of all staff working with our students, we have copies of the provisions safeguarding policy and they have a copy of ours. All staff are informed that we still have a duty of care for students when they attend alternative provision and therefore should be vigilant in terms of what they see and hear.
- In supporting students with work experience, the school uses 'Safety Measures' to carry out checks on placements. In line with NCC policy DBS checks are not carried out for placements less than 5 working days. If a placement requires a student to work in isolation with a placement employee then safety measures would recommend a DBS check or recommend an alternative placement. In the event of longer placements being arranged, DBS checks would be required.

Links to other Local Authority policies

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

- Accessibility Plan.
- Anti-Bullying Policy
- Attendance Policy.
- Behaviour Principles Written Statement.
- Equality.
- Central Record of Recruitment and Vetting Checks.
- Complaints' Procedure Statement.
- Cyber-bullying.
- E-Safety Policy.
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)
- Health and Safety Disability Equality Action Plan.
- Home-school Agreement Document.
- Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to 'upskirting'.
- Physical intervention/positive handling.
- Register of Student Attendance.
- School Access Policy.
- School Behaviour.

- Knife Crime Guidance 2019 (cross authority and in the process of being revised for September 2021).
- Relationships, Sex and Health Education Policy
- Mental and Physical Health
- Special Educational Needs.
- CRB - Use of Reasonable Force Policy/ Guidance.
- Staff Behaviour (Code of Conduct policy).
- Staff Discipline Conduct and Grievance (procedures for addressing).
- School information published on a website.
- Visitors and VIP Policy.
- Whistleblowing Policy.
- Guidance for NSPCC helpline and usage (when to call the police guidance from the NSPCC).

The Garibaldi School does not accept any sexual violence or harassment. We recognise our duty to educate young people and protect them from harm. In the event of a disclosure or incident staff will follow the in school's routines for managing a disclosure and appropriate action will be taken. Where applicable the school will work with other agencies. The school works with an open mindset 'it could be happening here'.

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

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children.

All staff in our school consider, at all times, what is in the best interests of children. All staff have a duty of care to safeguard the students in the school. In addition to teaching and support staff there is a student services team. They have had additional training to fully support students with regard to their personal development and ensuring they are safe.

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by undertaking duties around the school site throughout the school day, by keeping teaching and learning spaces safe and by raising concerns with the student services team. All trips are fully risk assessed in line with trust and NCC guidance.

All staff contribute to providing a safe environment in which children can learn and develop by recognising that above all that we do, safeguarding students is the most important thing.

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

The student services team work outside of teaching and learning spaces. They engage with children, families and partner agencies. They support children with mental health needs and work with external agencies including CAHMS and CASY counselling. The student safeguarding and welfare lead manages a mental health first aid team (volunteer team of trained staff). Both the student services team and student support team work closely with parents providing guidance towards appropriate pathways.

The student services team work closely with social workers providing opportunities for them to meet with students during the school day. Student services staff and the designated LAC teacher attend a range of multi-agency meetings and LAC reviews. All LAC plans are kept safe and their needs are met. The school works with parents with regard to them seeking advice from us. We appropriately signpost them for additional levels of support. The school's website has details of where additional support can be sought. We recognise that a multi-agency approach including meetings taking place in a timely fashion during the school day is a vital part of helping to safeguard students.

At The Garibaldi School we recognise how a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health. Both the student services team and student support team work to support these more vulnerable students. The school's Student and Family Engagement Officer works in supporting students overcome barriers to attendance.

We meet with parents when they need help and support with their child. We signpost them to appropriate organisations and agencies for additional support if needed. We support parents and carers with empathy but with the child's best interests at the heart of any dialogue.

The school's website provides many links to areas of support for both students and their parents/ carers. We take every opportunity (meetings/ phone calls/ emails) to direct parents and carers towards support.

Safeguarding Training

All our staff are aware of systems within The Garibaldi School and these are explained to them as part of staff induction, which include our Safeguarding Policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2021.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training from Nottinghamshire County Council which is updated every three years (last completed September 2021). In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually. Training comes via the senior DSL, the trust DSL, online courses and from external agencies. In 2021 the school has adopted training packages supplied by the National College.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. Members of the student services team fully understand their role in safeguarding students and engage in meetings with external agencies. Where attendance is not possible, reports are sent and minutes are accessed to ensure a continuum of care.

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

Staff responsibilities

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

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2021.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.

- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Safeguarding 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.

When possible necessary staff engage with learning opportunities with external partner agencies. This includes TECT, the police, social care and counsellors. Where available training opportunities are also sought, from CAHMS for example.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate. When attendance is unavoidably not possible reports are sent to ensure a continuum of care.
- Carry out tasks delegated by the Governing Body and multi academy trust such as training of staff and volunteers, safer recruitment and maintaining of a Single Central Register (SCR). The Head of School and Senior DSL undertake checks of the SCR each half term.
- 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 students with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2021 Part Four ‘Allegations made against/concerns raised in relation to teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

The Garibaldi School Staff recognise the importance of working with social care when addressing safeguarding and child protection concerns. Members of the student services team have close working partnerships with social care and work with them effectively. We recognise those students with a social worker as a result of circumstances either past or present are amongst our most vulnerable students.

Teachers (including Early Career Teachers) and Head of Schools – Professional Duty

The Teachers' Standards 2012 remind us that teachers, early career teachers and Head of Schools should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

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

The school's LAC coordinator attends LAC and PEP reviews and supports those students based on any changes of circumstance. The progress of this group of students is monitored and progress shared with all parties via the review meetings.

Students are made aware that student services are dedicated to supporting them. Students know that if they have concerns about themselves or others they can speak to any staff member.

Designated Safeguarding Lead

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

We also have a Deputy Safeguarding Lead, Mr M Dawson, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children. Ms E Jewsbury is the Student Safeguarding and Welfare Lead and a deputy DSL. Some duties are delegated to Ms E Jewsbury. She is a non-teaching member of staff and is therefore more readily available to support a student. Ms E Jewsbury and Mrs A Poznanski (DSL) manage most of the safeguarding concerns raised in school in liaison with Mr P Hunt or Mr M Dawson.

All staff understand that the ultimate safeguarding of the school is the responsibility of Mr J Aldred, Head of School, the local Governing Body and the Trustees.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- The Senior Designated Safeguarding Lead formally meets with the student welfare and safeguarding lead on a weekly basis. That forum is an opportunity to discuss concerns about specific students. That meeting is also an opportunity to discuss and act upon emerging threats and consider appropriate support.
- Every half term the senior DSL will meet with all DSLs, the Family Engagement Officer, the LAC co-ordinator and SENCO to ensure a cohesive approach to safeguarding and information sharing. The Curriculum Leads, for both personal development and equality, diversity and religion, also attend this half termly meeting to enable the curriculum to be developed appropriately.
- The Senior DSL has responsibility for the safeguarding of students on placements or alternative educational provision.

Work with others

- Liaise with the Head of School/principal (where the Senior Designated Safeguarding Lead role is not carried out by the Head of School) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2021) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.

- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The Head of School, Designated Safeguarding Leads and Governing Body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.
- The Senior DSL is a member of the Senior Leadership Team and therefore contributes to developing the school's curriculum and learning experiences for children and CPD for staff.
- Every half term the senior DSL will meet with all DSLs, the Family Engagement Officer, the LAC co-ordinator and SENCO to ensure a cohesive approach to safeguarding and information sharing. The Curriculum Leads, for both personal development and equality, diversity and religion, also attend this half termly meeting to enable the curriculum to be developed appropriately.
- The school works with other agencies to ensure information is shared where there are concerns or known threats.

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training. The Head of School will ensure all Designated Safeguarding Leads' training is up to date and captured.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.
- DSLs undergo additional training that is prioritised based on the school context. All staff undergo statutory training to cover mandated safeguarding duties, but DSLs and the Senior Leadership Team will access a broader range of training topics such as; knife crime/ understanding bullying and harassment/ domestic abuse and violence.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.

- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2021 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2021 Part Two and Annex D).
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

Raise awareness

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

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the Governing Body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained. • Our school will maintain, keep and store records, where a concern about a child has been identified in accordance with statutory guidance. (KCSiE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151).
- At The Garibaldi School we use paper files, concern files (C files), with all safeguarding concerns being entered onto the trust wide safeguarding app. When a new entry is made on the app all DSL's are informed via email and therefore can log onto the app to see the details of the concern. The app entries form a chronology of events. In the event of child moving to a different school files are forwarded to the new school. Where possible, if it a local school, the files are hand delivered to a DSL. In the event of a child attending an AP, the files are kept at The

Garibaldi School. Safeguarding information will be shared with AP as part of the referral process. This ensures a continuum of care for the child.

- In the event of a parent opting to electively home educate their child, files are kept in school until at least the child's 26th birthday. If a parent looks to EHE their child we work with the EHE team and complete all the required paperwork. If we have safeguarding concerns we raise these with the EHE team. When completing paperwork we always advise against EHE as we, at The Garibaldi School, believe the best place for a young person to learn and develop is in a school setting.

Availability

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

Head of School

The Head of School will ensure that:

- The policies and procedures adopted by the Governing Body and trust, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.
- The school has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.
- The Head of School will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through:
 - the school Safeguarding Policy; the Staff Behaviour Policy/Code of Conduct Policy.
- The Head of School will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2021. All staff have been issued with part 1, part 4 and appendix A. Staff sign to say they have read and understood part 1.
- 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 Head of School or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made

against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors in KCSiE 2021. If the allegation is against the Head of School then the Chair of the Governing Body will manage the allegation. A member of The Trust, Executive Head Teacher, will support the Chair of the Governing Body in managing the allegation.

Governing Body and Multi- Academy Trust

We recognise our Governing Body has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have due regard to KCSiE 2021, ensuring policies, procedures and training in our school are effective and comply with the law at all times.

The Governing Body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2021 from paragraph 105, the additional clarification about GDPR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2021 Part One and or Annex A as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as the school 'critical friend'. In September 2021 all members of the Governing Body completed safeguarding training from the National College.

- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2021 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2021 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns which should be referred to within the school/college Staff Code of Conduct.
- (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the Head of School by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

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

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

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.

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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to;
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

Taking action where concerns are identified

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

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

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

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

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

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

Confidentiality

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

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

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

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

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

Information Sharing

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

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

- *DfE KCSiE 2021 paragraphs 105 to 113 and Annex C has been updated to further clarify about GDPR and withholding information and additional information added which makes clear about the powers to hold and use information when promoting children's welfare.*
- *HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

GDPR training was completed by all staff in September 2021 and it was made clear that the Data Protection Act 1998 is not a barrier when appropriately sharing safeguarding information. This training is done annually and staff sign to say they have received it.

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

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

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

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

A chronology will be kept in the main school file prior to the commencement of a concern file (C file). Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file. The school uses the multi academy trust safeguarding 'app' to record concerns. This alerts all DSLs when a new event or update is added.

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

Our school will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit. The school's Link Governor for safeguarding audits the files in the Autumn term.

Why recording is important

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

Our school maintains paper 'concern's files or 'child protection confidential' Files and uses The Trust's safeguarding app for recording and tracking concerns.

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

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

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

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

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

All 'child protection' or 'confidential' file should contain:

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

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

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

If a student has a concern raised via the safeguarding app, this is noted within the student's C file to ensure the two systems link.

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

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

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

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

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

In accordance with KCSiE 2021 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

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

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

The chronology will be brief and should log pertinent activity. However, full and accurate details should be written on the record of concern.

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

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

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

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

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

Educating Young People – Opportunities to teach safeguarding

(KCSiE 2021 paragraphs 121, Annex A & Annex C Online Safety page 117 to 118).

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

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

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

This issue will also be taught as part of a wider mandatory programme. The work that we do 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.

The school delivers the curriculum through personal development sessions delivered each week to each year group. The sessions are delivered by mentors under the guidance of the Personal Development Curriculum lead.

Via the school's website we inform parents and carers about on-line safety. The following links are available under the E-Safety section:

- www.nspcc.org.uk
- www.nspcc.org.uk/internet-safety-for-kids
- www.ceop.gov.uk
- www.ikeepsafe.org
- www.saferinternet.org.uk
- www.thinkyouknow.co.uk
- www.childnet.com
- www.digizen.org
- www.kidsmart.org.uk

The school's Personal Development Curriculum encompasses opportunities to inform students about how to keep safe on line. The school website includes guidance for students and parents on keeping safe online regardless of the medium students are using to be online. The school will continually review the advice and guidance based on the current or potential need for virtual learning. The mentor group structure remains in place via Microsoft Teams, and the mentors send welfare check questionnaires at frequent points throughout full or partial closure.

As a school we recognise sexual violence and harassment could take place here. We respond to incidents and manage concerns or disclosures as we would with any other safeguarding concern. Staff have been made aware of the finding of the sexual harassment report and work knowing it could happen or be happening here. Our RSHE and Personal Development Curriculum identifies and delivers opportunities to educate students in relation to consent and healthy relationships.

Helplines and reporting

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk
- Childline www.childline.org.uk Comforts, advises and protects children 24 hours a day and offers free confidential counselling. Phone 0800 1111 (24 hours) Chat 1-2-1 with a counsellor online
- Kooth www.kooth.com Online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free to access
- Young minds www.youngminds.org.uk Advice and information about young people's mental health including information on CAMHS and what the next steps to seeking support are.
- Health for Teens www.healthforteens.co.uk Offers a great content from sexual health to your feelings, growing up, lifestyle and much more.
- Samaritans www.samaritans.org 24 hour confidential listening and support for anyone who needs it. (Adults included.) Phone 116 123 (24 hours) Information and support for mental health issues
- Harmless- www.harmless.org.uk provides a range of advice and support about self-harm, people who self-harm, their friends and families. Phone 0115 934 8445
- B-eat www.beateatingdisorders.org.uk The UK's eating disorder charity. They have online support groups and a helpline for anyone under 18. Phone 0345 634 7650 (4pm – 10pm 365 days a year) Email fyp@b-eat.co.uk
- The Mix www.themix.org.uk Information, support and listening on EVERYTHING for young people - call 0808 808 4994 (24 hours), get lots of support online
- Drugs and alcohol - Frank www.talktofrank.com Confidential information and advice about drugs and substance abuse, whether it's for you or someone else. 0800 7766 00 (24 hours, will not show up on your phone bill)
- LGBT Stonewall www.youngstonewall.org.uk The UK charity for gay, lesbian, bisexual and transgender people and their allies. They offer information, advice. Phone 08000 50 20 20
- Nottingham LGBT switchboard - A Nottingham charity offering advice for LGBT and questioning, people, their friends & family. Phone line open 7-9.15pm Mon-Fri 0115 934 8485

Advice and information for parents: The Garibaldi School website has a student and parent portal. This provide lots of useful information about the school. Importantly it also includes safeguarding advice and information for parents. The following links can be used and parents can direct students to any of these as a source of help and support:

- <https://www.garibaldischool.co.uk/page.php?d=services&p=intro>
- <https://www.garibaldischool.co.uk/page.php?d=services&p=safeguarding>
- <https://www.garibaldischool.co.uk/page.php?d=services&p=esafety>
- <https://www.garibaldischool.co.uk/page.php?d=services&p=bullying>
- <https://www.garibaldischool.co.uk/page.php?d=services&p=mental>

The link below is to an online form that can be used to make the school aware of concerns a child may about themselves or others. Parents can also use this form. It can be anonymous and alerts via email a DSL in school about the concern:

<https://www.garibaldischool.co.uk/page.php?d=services&p=student>

<i>Appendix 1 - NCC LA Flow Chart 2021-2022 'What to do if you are worried a child is being abused at risk of harm or neglect.</i>
<i>Appendix 2 -Template: Logging a concern about a child's safety and welfare</i>
<i>Appendix 3 -Template: Body Maps Guidance and Body Maps</i>
<i>Appendix 4 - Policy and procedures to manage with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment from September 2021 to 2022 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2021-2022).</i>

Appendix 1

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

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

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

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

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

Discuss concerns with the Snr Designated/ Named Safeguarding Lead

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

Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care
Have child/ families' personal details to hand and be clear about concern/ allegations.

Safeguarding concern Resolved /no longer held
Support has been agreed, record decisions and any follow up needed.

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.

**Out of hours
Emergency
Duty Team**
5.00pm – 8.30am
Tel 0300 4564546

**NSPCC Whistle
blowing Tel:**
0800 028 0285

Unmet needs identified
Decide what actions are needed to support the child.

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

**Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921
Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047
This flow chart is a brief guide - Please refer to our School Child Protection Policy.**

Appendix 2

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

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

**Check to make sure your report is clear to someone else reading it.
Please give this form to your Snr Designated Safeguarding Lead**

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

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

Appendix 3

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. 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

BODYMAP

(This must be completed at time of observation)

Names for Child:

.....

Date of Birth:

.....

Name of Worker:

.....

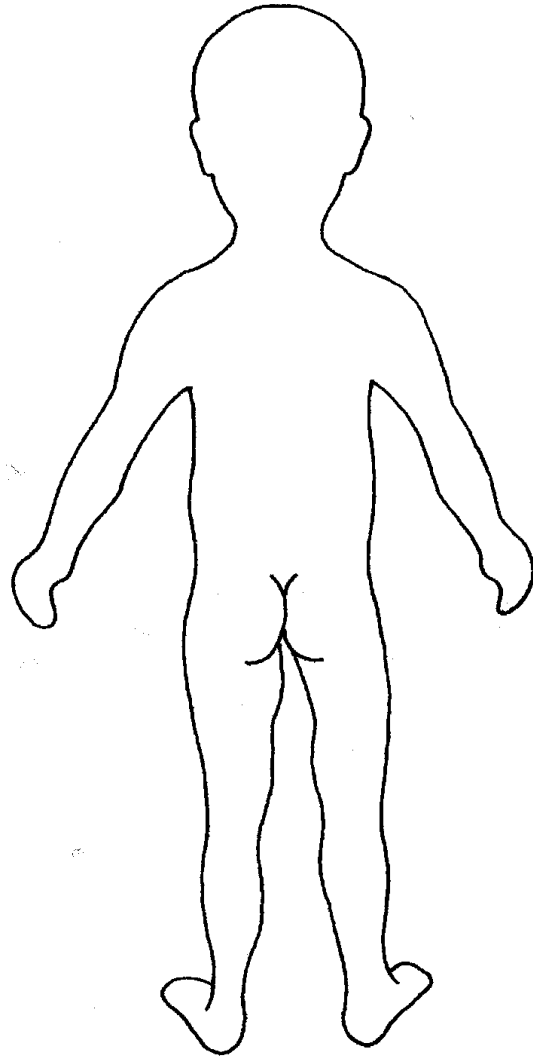
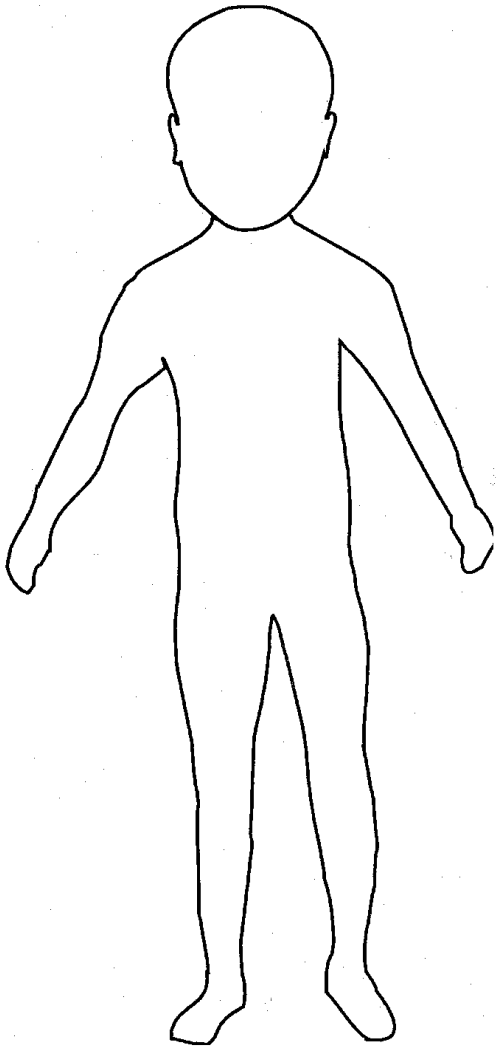
Agency:

.....

Date and time of observation:

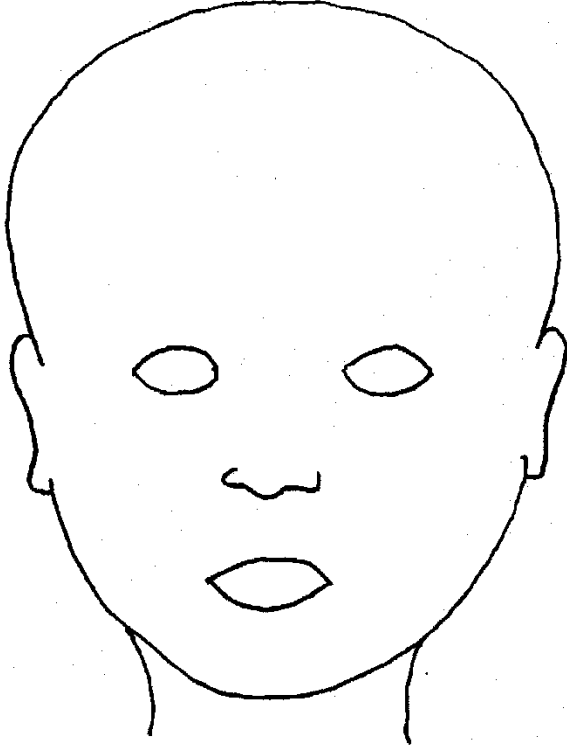
.....

A copy of the body map should be kept on the child's child protection file.

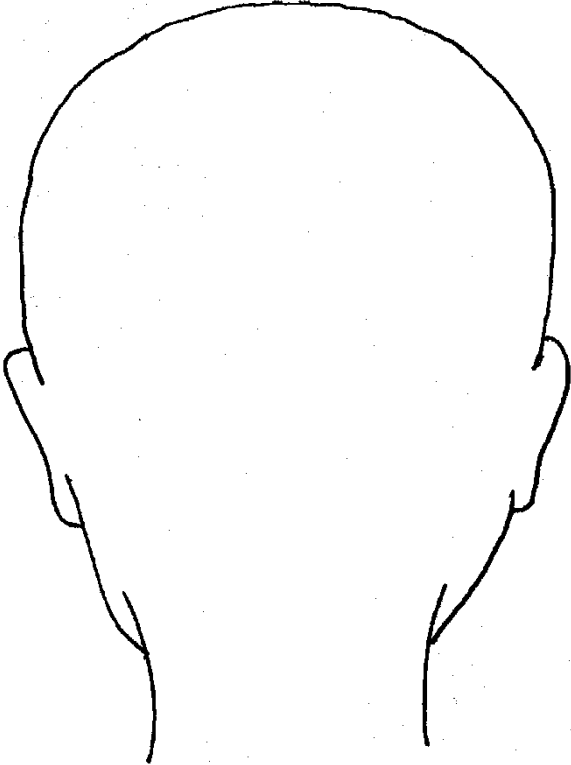


Name of
Child:

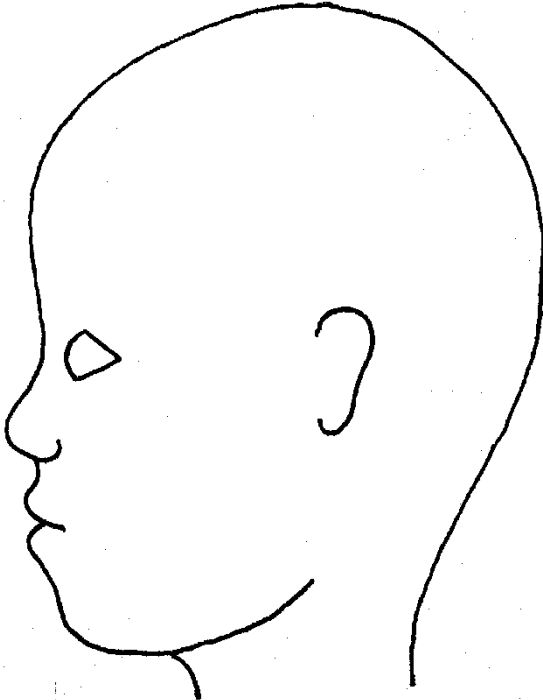
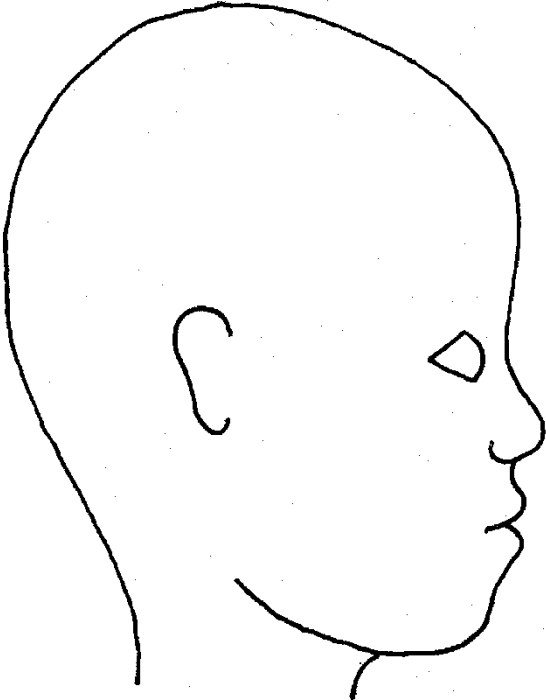
Date of
observation:



FRONT



BACK

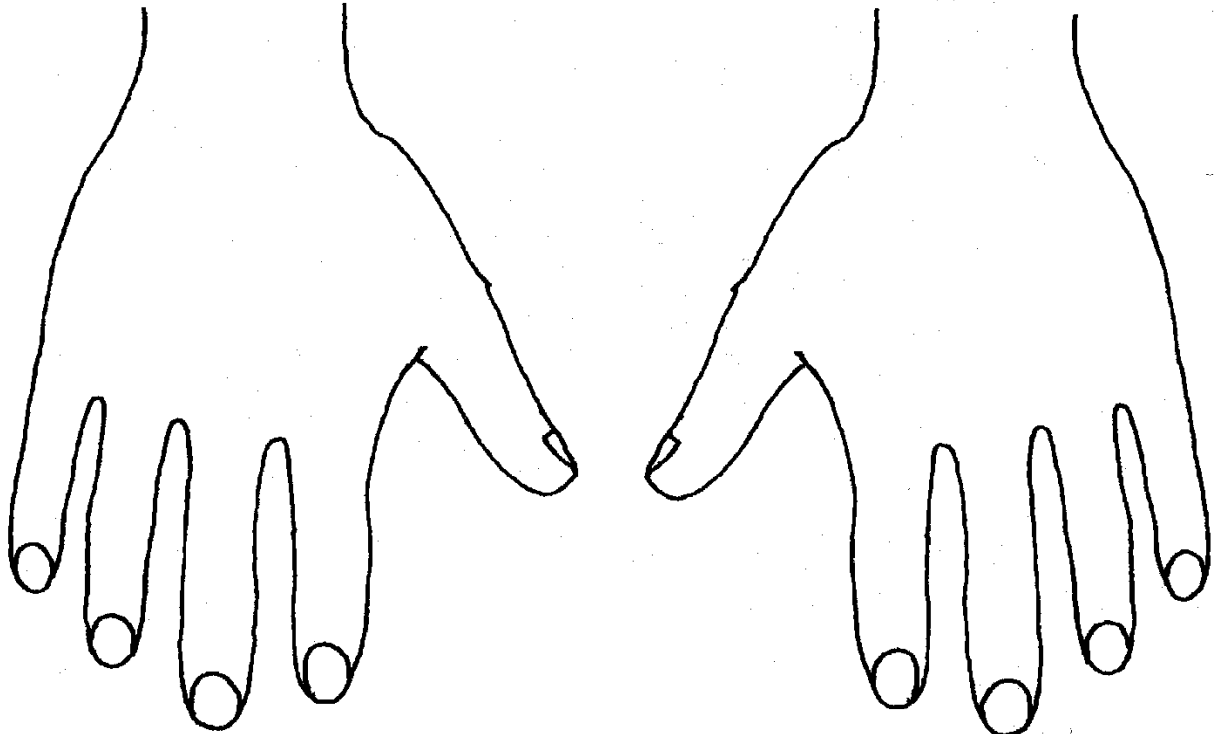


RIGHT

LEFT

Name of Child: _____

Date of
observation: _____



R

L

BACK



R



L

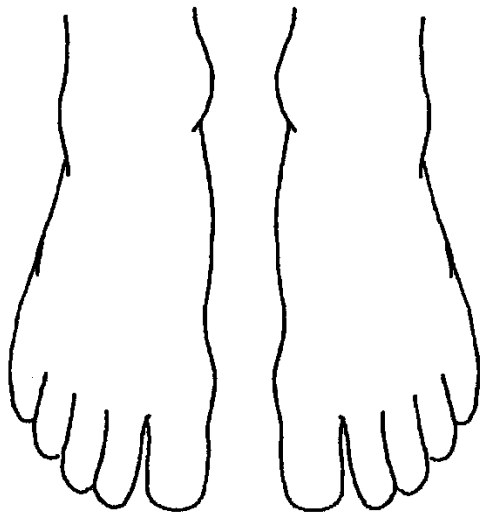
PALM

Name of Child:

.....

Date of observation:

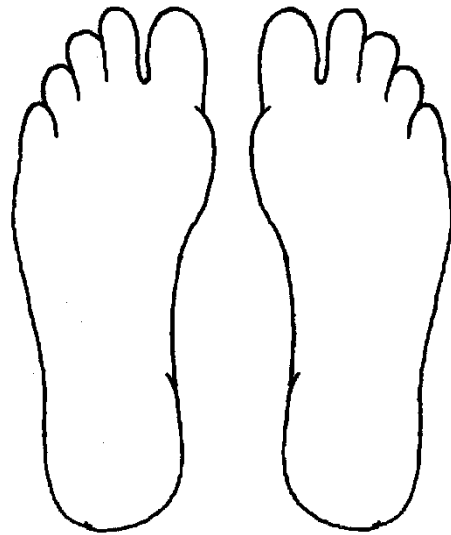
.....



R

TOP

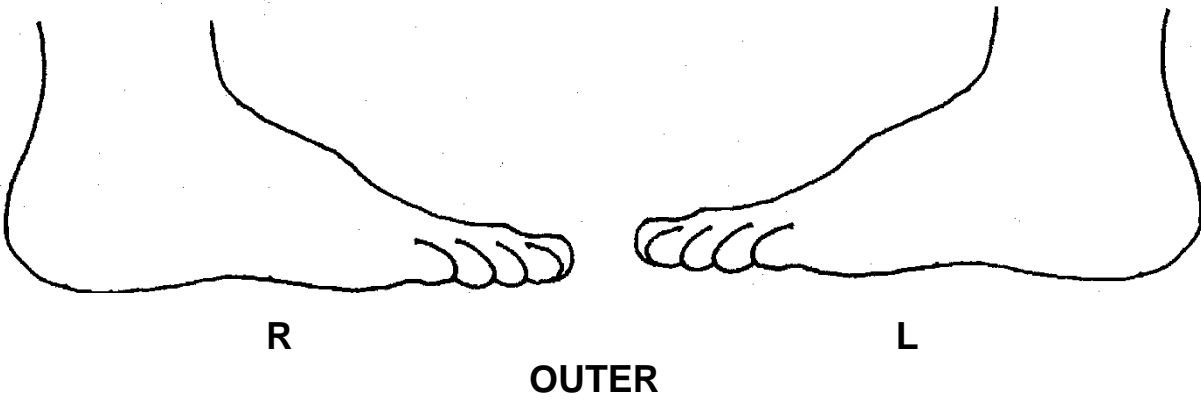
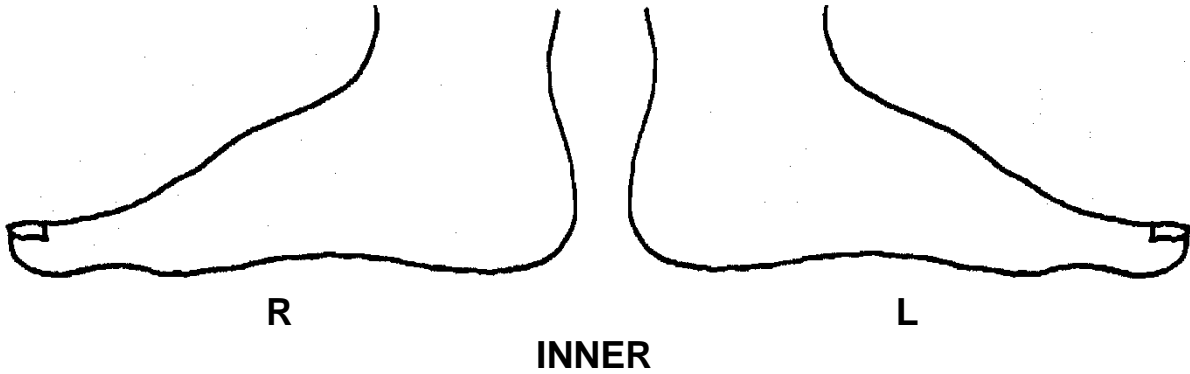
L



R

BOTTOM

L



Printed Name and
Signature of
worker:

Date:

Time:

Role of Worker

Other information: