

Trust Policy

Child Safeguarding



Contained within this document:

Child Safeguarding Policy for all of the trust's city schools.



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.

NUSA

Safeguarding / Child Protection Policy

September 2021

Approved at the meeting of the Governing Body held on:

Signed:

Position:

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Nottingham City Schools Safeguarding and Child Protection Policy Framework September 2021

NUSA

Safeguarding Policy

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children August 2018 (Updated December 2020) and Keeping Children Safe in Education September 2021.

This policy was written and adopted in September 2021. *It has been approved by the Governing Body and Senior Leadership Team.*

It is due for review in twelve months: September 2022

Other policies that may need to be taken into account are:

- *Anti-bullying and discrimination*
- *PSHE*
- *Drugs*
- *confidentiality*
- *behaviour management and positive intervention*
- *attendance (including children missing from education)*
- *special needs*
- *health and safety*
- *safer recruitment*
- *physical intervention*
- *E-safety*
- *Management of Allegations*
- *Intimate Care*
- *Touching*
- *Policy for the use of Mobile Phones and Cameras in Early Years and Foundation stage*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors policy*
- *Looked After Children / Previously Looked After Children*
- *Equality*
- *Data Protection Policy*

Schools (including independent schools, non-maintained special schools, Academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisation's where appropriate.

Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing

a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or - for maintained schools and colleges - through sex and relationship education (RSE).

Working Together to Safeguard Children 2018 & Keeping Children Safe in Education 2021

Section A - Statutory duties that apply to schools

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to, for example, children subject to child protection plans and children looked after and previously looked after,
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;
- ensuring there are procedures in place to respond robustly to allegations, including those relating to children harming, or allegedly harming other children (including sexual violence and sexual harassment) and allegations against staff and volunteers;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the local Safeguarding Partners (previously LCSCB's);
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads should be a member of the school senior leadership team and their roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children (p.47 - 78 Keeping Children Safe in Education 2021) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check;
- schools and colleges must keep a single central record of DBS checks and training undertaken (p.47 - 78 Keeping Children Safe in Education 2021). The record must cover the following people:
 - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children
 - all others who work in regular contact with children in the school or college, including volunteers
 - for independent schools, including academies and free schools, all members of the proprietary body.
- it is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in August 2018, entitled Disqualification Under the Childcare Act 2006 of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision.
- relevant staff are those working in child care, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.

- Keeping Children Safe in Education (DfE, 2021) paragraph 248 also refers to disqualification: "For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018".
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in schools and colleges should ensure that all staff read and understand at least part one and part five of Keeping Children Safe in Education 2021. There should then be an ongoing programme of refresher training and updates to staff/volunteers about key safeguarding issues, e.g. information shared at the Designated Safeguarding Leads network meeting. Such updates should be at least annual;
- ensure there is an effective child safeguarding policy in place together with a school behaviour policy, schools response to children who go missing from education, staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff - including temporary staff and volunteers - on induction;
- all professionals should have regular reviews of their own practice to ensure they improve over time;
- the designated lead professional for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern child's circumstances whenever new information arises;
- all schools and colleges have to be compliant with the requirements of the LSCP in Nottingham and this includes engagement in the Serious Case Review process;
- Nottingham City Safeguarding Partners require all schools to complete an annual safeguarding audit and be engaged in multi-agency processes and Serious Case Reviews (See Working Together to Safeguard Children 2018 (Chapter 2 p59 & chapter 3 p77), to be read in conjunction with DfE Keeping Children Safe in Education 2021);
- clear policies in line with those from the Safeguarding Partners for dealing with allegations against people who work with children, in either a paid or voluntary capacity. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child and/or;
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children

In addition:

The Designated Officer (previously known as the Local Authority Designated Officer) is to be involved in the management and oversight of individual cases where there are allegations made against people who work with children. The Designated Officer will provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, and are consistent with a thorough and fair process:

- any allegation should be reported immediately to the Headteacher or the Principal of the school. Where the allegation relates to the Headteacher or Principal it should be reported to the Chair of Governors or equivalent. The Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because of a concern that the person may pose a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

Section B – Aims and Responsibilities

At **Nottingham University Samworth Academy**, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition we will adhere to the principles set out in Nottingham's Family Support Strategy and Nottingham City Safeguarding Partners Policy, Procedures and Practice Guidance.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2018 and Keeping Children Safe in Education 2021.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence

- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- highlight the connection between the safeguarding Policy and the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with Children and Families Direct, Nottingham City Safeguarding Partners and other agencies and, where appropriate with similar services in neighboring authorities.

Responsibilities

- i. **The governing body:** has a trained link governor for Safeguarding, **Joanne Lymm**, who will attend training/updates at least every three years and will also receive the regular safeguarding updates referred to above
 - will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of governing body of an independent school.
 - will ensure that the school has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Nottingham City Safeguarding Partners.
 - will ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2021).
 - has appointed a member of staff of the schools leadership team to the role of designated safeguarding lead. This individual is **Anita Pilolli-Wall**.
 - will ensure the school/college keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
 - monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
 - recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
 - ensure that the child safeguarding policy is available to parents and children on request
 - will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.

- will ensure that they develop a safeguarding culture and facilitate a whole school approach to safeguarding.
- will ensure that all safeguarding processes and policies operate with the best interests of the child at their heart.
- ensuring that the child's wishes and feelings are taken in to account when action is determined by school leaders. (paragraph 82 & 83 Keeping Children Safe in Education 2021)

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. Teacher Services' web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. 78 (Page 63, paragraphs 237-241 Keeping Children Safe in education 2021)

It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor.

ii. The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy will be updated annually, and be available publicly either via the school or college website or by other means.
- designated staff review policy when the Nottingham City Safeguarding Partners update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- all allegations, including those individuals who are not employed by the school, will be dealt with appropriately, inform the relevant parties and support where required. (See paragraphs 356-359, Keeping Children Safe in Education 2021)
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, particularly where there are concerns regarding the potential for forced marriage or female genital mutilation.
- he/she undergoes child safeguarding training which is updated regularly, in line with advice from the Nottingham City Safeguarding Partners.

All DSLs need to ensure Multi-Agency working:

The department published Working Together Transitional Statutory Guidance to support Local Safeguarding Children Partnerships (LSCPs), the new safeguarding and child death review partners, and the new Child Safeguarding Practice Review Panel in the transition from LSCBs and serious case reviews (SCRs) to a new system of multi-agency arrangements and local and national child safeguarding practice reviews.

Governing bodies, proprietors, management committees and their senior leadership teams, especially their designated safeguarding leads, should be aware of their local arrangements. A list of relevant agencies is available at: legislation.gov.uk. Schools and colleges are included.

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

New safeguarding partners and child death review partner arrangements were established in September 2019. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the new arrangements.

The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

NPCC guidance: '[When to call the police](#)' is designed to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. (paragraph. 452 Keeping Children Safe in Education 2021)

Nottingham City Schools Agreed Visiting Professionals Guidance September 2018

- Any professional wishing to undertake work in school with children must be expected and make a formal appointment
- The named professional must be the person who undertakes the intervention
- Professionals must show their organisation ID on arrival
- School, **on production of the organisation ID, must** accept that all organisation safeguarding procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy

Schools should not deny access to professionals if they do not have a copy of their DBS certificate with them or if their clearance period is longer than that expected for school. Schools are not permitted to request copies of any personal information.

iii. the trained designated leads (Headteacher/senior managers) for safeguarding:

- 1. Emma Howard - Headteacher**
- 2. Anita Pilolli-Wall – Assistant Headteacher**
- 3. Moira Willerton – Safeguarding Lead**
- 4. Kylie Walls – Assistant Safeguarding Lead**
- 5. Luke James – Assistant Headteacher**
- 6. Rebecca McNally – Pastoral Support Manager**
- 7. Lisa McConnell – Assistant SENDCO**
- 8. Lisa Grzeskowiak – Head of Focused Provision Unit**
- 9. Brian Tolan – Head of Inclusion Centre**

will:

- have their roles explicitly defined in their job descriptions
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- under go updated child safeguarding training every two years.
- Liaise with relevant agencies in accordance with the Nottingham City Safeguarding Partners procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer (LADO)
- be able to access the contents of the Nottingham City Safeguarding Partners procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences

- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after or previously looked after'
- support staff to reflect on the information they hold about children and provide an alternative perspective on issues in order to promote a better understanding of what may or may not be concerning
- meet at least each half term to review procedures and case load

Designated leads will ensure that:

- written records of concerns are kept, even if there is no immediate need for referral; and or Priority Families Assessment
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Head teacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher/tutor, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- phone calls about absences are similarly logged and dated
- the children missing education- statutory guidance for local authorities 2016 is adhered to
- where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children's Social Care is contacted.
- records are monitored for patterns of what, when taking in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action.
- where there are existing concerns about a pupil, and they transfer to another school in this or another authority, information held is transferred securely and confidentially e.g. a CAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child safeguarding in the receiving school
- transfer of records (once on roll at another school) is 5 working days
- where a pupil has a **child protection plan** or there are ongoing child protection enquiries and transfers to another school;
 - the designated lead for Safeguarding is informed immediately
 - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

iv. The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- Read and understand Part 1 and part 5 of Keeping Children Safe in Education 2021
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to Children's Social Care, e.g. in urgent situations.
- be alert to signs and symptoms of harm and abuse. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the Nottingham City Safeguarding Partners webpage

- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated regularly in line with advice from the Nottingham City Safeguarding Partners, (whole staff training every three years)
- Recognise that abuse and neglect can happen in any setting and maintain an attitude of 'it could happen here'
- familiarise themselves with "What to do if you're worried that a child is being abused: advice for practitioners guidance." (2015)
- Where an allegation is made against a staff member who is not employed by the school e.g. Supply teacher, the [headteacher] will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required. (See paragraph 356 - 359, Keeping Children Safe in Education 2021)

Allegations against the Headteacher

Where an allegation is made against the Headteacher, Principal or equivalent, the Trust Safeguarding Lead – **Helen Duffy** must be informed immediately on **07701 008067** and the Chair of the Governing Body, or equivalent, must be informed as well as the Designated Officer (**LADO**) **0115 8765501**.

Section C - Reporting concerns to the Designated Safeguarding Leads

Any concern should be discussed in the first instance with *one of the designated leads or in their absence the Headteacher*, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Anybody can make such a referral.**

All concerns / decisions / actions / outcomes are recorded as per school procedures (including electronic records)

Immediate response to the pupil

It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them
- if a disclosure is made,
 - accept what the pupil says
 - stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate
 - use open questions such as "is there any thing else you want to tell me?" or "yes?" or "and?"
 - be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
 - acknowledge how hard it was for the pupil to tell you
 - do not criticise the perpetrator, the pupil might have a relationship with them
 - do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you

avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included.
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow". Do not take photographs.
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.
- All verbal conversations should be promptly recorded using the schools system.

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- Staff have an understanding that pupils with SEND can be more vulnerable to abuse and neglect. SEND pupils will receive support from the Inclusion Lead (SENCo) and relevant outside agencies e.g. Learning support or Education and Health Care Plan (Keeping Children Safe in Education 2020, paragraph 126)
- We are aware that mental health problem can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where staff have concerns about a child's mental health immediate action should be taken in line with safeguarding policy. (paragraph. 41 - 45. Keeping Children Safe in Education 2021)
Advice and guidance is available: www.gov.uk/government/publications/mental-health-and-behaviour-in-schools ; www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/
- The school will support all pupils by: discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with Nottingham City Safeguarding Partners procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through the school or by signposting to other local services, as set out in Nottingham City's Family Support Strategy. Where a child is receiving early help support we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of

this impact we will consider other alternatives, which may include seeking specialist support.

Confidentiality

- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.

V. Pupils

Safe Environment – pupils are safe and feel safe

All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. School adopts an open and accepting attitude towards pupils as part of our responsibility for pastoral care. Pupils, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Pupils' worries and fears will be taken seriously and pupils encouraged to seek help from school staff.

School will therefore ensure that:

There is an ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.

Pupils are involved in the decision-making which affects them.

Pupils know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.

Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. Nottingham City Safeguarding Partners and Childline.

Curriculum activities and opportunities to equip pupils with the skills they need to stay safe from abuse are provided.

There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all. Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse. Effective working relationships are established with parents and colleagues from partner

agencies.

There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse.

Section D - Safeguarding as part of the Curriculum

Through PSHE, ICT and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PHSE, ICT and in the wider curriculum:

Bullying, including cyber-bullying, peer on peer abuse and up skirting

E safety

Road, fire and water safety

Inter-personal relationships and domestic abuse

Child sexual exploitation (CSE), online and offline

Honour based abuse and forced marriage

Female genital mutilation (FGM)

Radicalisation and extremism (Educate Against Hate)

This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan.

Section E – Online Safety (Paragraphs 123 – 134 Keeping children Safe in Education 202)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety and the school or college's approach to it should be reflected in the child protection policy. Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.

Remote learning

Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: safeguarding in schools, colleges and other providers and safeguarding and remote education.

At NUSA, we have a separate policy in respect of Mobile Phone and Camera use.

Section F - Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
 - In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Children and Families Direct.
 - Where there are any doubts, the designated lead should clarify with Children and Families Direct whether, and if so when and by whom, the parents should be told about the referral. Alternatively they could ring the Consultation Line in Children's Duty to discuss this case. The number for this is **07711189544**
 - The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues, and about consenting to that.
-
- *vigilance: to have adults notice when things are troubling them*
 - *understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon*
 - *stability: to be able to develop an ongoing stable relationship of trust with those helping them*
 - *respect: to be treated with the expectation that they are competent rather than not*
 - *information and engagement: to be informed about and involved in procedures, decisions, concerns and plans*
 - *explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response*
 - *support: to be provided with support in their own right as well as a member of their family*
 - *advocacy: to be provided with advocacy to assist them in putting forward their views*
 - *protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee*
(Working Together to Safeguard children 2018 p10)
-
- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Children in Care (LAC) and Children Previously in Care (PLAC)

Supporting children in care and children who have been in care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together. To ensure we have a coordinated approach to meeting the needs of children in care who attend our school we have a designated lead, who is: **Brian Tolan**

Private Fostering

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

and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

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

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

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

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

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

Section G - Prevention in the Curriculum

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
 - safely explore their own and others' attitudes
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their:
 - personal safety and well-being and develop effective ways of resisting pressure;
 - including knowing when and where to get help
 - use assertiveness techniques to resist unhelpful pressure.
 - How to keep safe on-line
 - The risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation. Our work in this area is based on the guidance set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People.

Section H - Particularly Vulnerable Groups (Statutory & New additions will be listed below)

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

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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be 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.

Some children and young people may be particularly vulnerable to abuse and harm. This includes for example privately fostered children, children with a disability, children with communication needs. Certain forms of behavior can also increase the vulnerability of a young person such as drug or alcohol misuse. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (Nottingham City Safeguarding Partners) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

1. Preventing Radicalisation - Annex B, Page 135 Keeping Children Safe in Education 2021

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Statutory guidance has been published and is available here: <https://www.gov.uk/government/publications/prevent-duty-guidance>

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions.

2. Female Genital Mutilation - Annex B, Page 133 Keeping Children Safe in Education 2021

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Potential indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases never the less this is still something that must be reported to social care.

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

3. Sexual violence and sexual harassment in schools –

Part 5, page 100, paragraphs 428 – 464 Keeping Children Safe in Education Annex B, Page 138 Keeping Children Safe in Education 2021

Schools and colleges should **respond to all reports and concerns** of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

Any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

More information on HSB can be found at paras 18-22 of the detailed advice, [Sexual violence and sexual harassment between children at schools and colleges](#).

The NSPCC also provides free and independent advice about HSB: [NSPCC Learning -Protecting children from harmful sexual behaviour](#) and [NSPCC -Harmful sexual behaviour framework](#)

The Lucy Faithfull Foundation has developed a [HSB toolkit](#), which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.

Contextual Safeguarding Network–Beyond Referrals (Schools) provides a school self-assessment toolkit and guidance for addressing HSB in schools.

Stop It Now -Preventing harmful sexual behaviour in children -Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

It is important that the perpetrator(s)is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

4. Peer on Peer abuse - Annex B, Page 137 Keeping Children Safe in Education 2021

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

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up skirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals

At NUSA, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

5. Sexting & Up skirting – Annex B, Page 141 Keeping Children Safe in Education 2021

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'

The Voyeurism (Offences) Act 2019, which is commonly known as the Up skirting Act, came into force on 12 April 2019. 'Up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

6. Neglect - Annex B, Page 122 Keeping Children Safe in Education 2021

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 involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Nottinghamshire and Nottingham City Safeguarding Children Partnerships have adapted this toolkit which was initially developed by Jane Wiffin on behalf of Hounslow LSCB and then revised by North Somerset; to offer a 'Structured Judgement Approach' to the identification of child neglect and the tools for agencies to work in partnership with families to improve outcomes for the children and young people.

Child and Young Person's Neglect Toolkit for assisting in the identification of Child Neglect V1.3 June 2021

The Toolkit should be used in conjunction with the local Nottinghamshire and Nottingham City Pathway documents which provide guidance on thresholds for services, and the interagency Procedures and Guidance http://nottinghamshirescb.proceduresonline.com/p_neglect.html.

- Nottinghamshire: Pathway to Provision
<http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>
- Nottingham City: Family Support Pathway
http://intranet.nottinghamcity.gov.uk/media/5091/family-support-pathways-2018-2019219_lr.pdf

7. Mental Health – Paragraphs 41 – 45 Keeping Children Safe in Education 2021

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Schools and colleges can access a range of advice to help them identify.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

8. Children who Self-harm

Staff should always be mindful of the underlying factors which may lead a child or young person of any age to self-harm. This is particularly the case for children of primary school age as self-harm in this age group is uncommon. Where information comes to the attention of practitioners which suggests that a primary age child has self-harmed serious consideration must be given to whether there are other underlying factors, including abuse. All such cases should be discussed with children's social care.

Even in those unusual cases where a primary age child is thought to have self-harmed it is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

9. Child Sexual Exploitation (CSE) – Annex B, Page 127 Keeping Children Safe in Education 2021

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

Nottingham City Children's safeguarding Partnership have developed the Multi Agency Sexual Exploitation Risk Assessment Tool where there are concerns that a child may be at risk of, involved in or thought to be experiencing child sexual exploitation. It will assist in identifying indicators of sexual exploitation and then to determine what intervention, support services and disruption tactics are required. Copies are available from the DSLs.

www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guidance-for-practitioners

10. Child Criminal Exploitation (CCE) - Annex B, Page 127 Keeping Children Safe in Education 2021

www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

11. County Lines - Annex B, Page 128 Keeping Children Safe in Education 2021

www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

12. Domestic Abuse - Annex B, Page 130 Keeping Children Safe in Education 2021

Operation Encompass is a reporting system which enables the police and schools to work together to provide emotional and practical help to children. The system ensures that following an incident of domestic abuse, the police will inform a DSL at the school within 24 hours. Further advice is available from;

The National Domestic Abuse Helpline 0808 2000 247
NSPCC - UK Domestic-abuse Signs Symptoms Effects

Refuge - What is domestic violence/effects of domestic violence on children
 SafeLives - Young People and domestic abuse.

13. Honour-based Abuse - Annex B, Page 133 Keeping Children Safe in Education 2021

Section I - Contextual safeguarding

3. CONTEXTUAL SAFEGUARDING – Bilborough/Nottingham City

This is how we approach safeguarding issues specifically in our locality which pose the biggest risk to our pupils and their families. We recognise that the different relationships children and young people form in their neighbourhoods, schools and online can feature violence and abuse. Regular updates on contextual safeguarding are provided to all staff in response to emerging trends, feedback from local serious case reviews and information provided by external partners.

All staff will receive Level 1 Safeguarding Awareness training on induction, followed up by in-school training from the DSL to cover issues and concerns pertinent to the individual academy and actions taken to address and mitigate risk.

Risks	Academy Actions to Reduce Risk
<p>Housing and Income: As of 2021, just under 60% of our children are entitled to Pupil Premium. 26.4% of children in Nottingham live in a low-income household compared to 18.4% national average.</p>	<p>NUSA offer a number of children FSMs as part of their safeguarding practice; this comes out of the central budget, even when children are not acknowledged officially as FSM or PP. A high number of NUSA families have no recourse to public funds and this is an area where the DSLs can signpost to charities and agencies. Any children who are reported as homeless to the academy will be instantly referred to C&F for support. We signpost families to Bilborough Food bank and provided food parcels and vouchers during the national lockdown.</p>
<p>Mental Health: Currently, it is estimated that 17,600 children in Nottingham have a diagnosable mental health disorder at any one time, with approximately 7,500 (local accepted referrals data) children and young people seeking formal help and support through a range of commissioned children and young people's emotional wellbeing and mental health services in the previous year (2018/2019). However, many more may in fact seek support through use of informal networks and charity/voluntary services. As a school we have seen a year on year rise in the number of children</p>	<p>NUSA trains staff to recognise signs of declining mental health amongst the students and how to refer students to support services where appropriate. NUSA utilises the services of KOOTH, BST, CAMHS, CAMHS MHST, CAMHS Sharp and Time4me. We also have four fully trained ELSAS, with two specifically dedicated to our Focussed Provision Units. The PSHE curriculum has a specific focus on addressing mental health and wellbeing and strategies to support this. This includes calendared events to raise awareness.</p>

<p>showing signs and symptoms of mental health conditions.</p>	
<p>Serious Case Reviews: In the year 2020, Nottingham city had 15 child deaths which were assessed as having modifiable factors, this is in comparison to our statistical neighbours who had 10. Infant mortality rates in Nottingham are higher than the average, with 6.2 deaths per 100- infants, compared to England average of 3.9</p>	<p>NUSA trains staff to recognise all signs of safety and ensures that concerns are reported as soon as possible to the relevant services. Students are encouraged through assemblies, tutor time and our PSHE programme to access a trained DSL should they have any concerns, whereby they will be directed to the relevant support services.</p>
<p>Looked After Children: Nottingham has an average of 99 per 10,000 children who are LAC, compared to the national average of 67; this is an increase from 2019 LAC achievement is improving across the city and is better than the national average (4-9 pass in English and Maths) LAC children in Nottingham have higher rates of persistent absenteeism compared to the national average The % of LAC with SEN, but without an EHCP is almost 10% above the national average. LAC in Nottingham city have higher rates of FTE than the national average. As a school, NUSA has a low proportion of LAC students.</p>	<p>Our number of LAC children has remained consistently low. The LAC students have a designated teacher who monitors their progress. We have utilised PP+ funding to support tuition and funding of other items for students who require it. All LAC children are contacted as a priority for first day absence. DSLs work closely with SENCO to ensure referrals are made quickly and efficiently to SEND team for additional support.</p>
<p>CCE: County Lines and exploitation continue to be a problem in Nottingham City. The YJS has unfortunately shrank over the last 18 months and so referrals are difficult and not timely. Children in Nottingham continue to have rates of convictions in court and sentenced to custody, compared to the national average: 1.03 per 1000 compared to 0.41</p>	<p>The PSHE programme focuses on knife crime and gang violence. As part of our PSHE programme, we utilise 'Prison? Me? No way!'. Early intervention programmes are used with children who have been identified as being at risk; work is completed by internal as well as external staff. NUSA utilises the PCSO at school for referrals where are concerned that students are at risk of harmful behaviours linked to CCE.</p>
<p>CSE: NG8 has recorded cases of children being involved in Child Sexual Exploitation</p>	<p>Staff are trained to recognise the signs of CSE and DSLs are trained to complete the CSE toolkit. Healthy relationships are covered as part of the PSHE curriculum. We have utilised the NSPCC Protect and Respect programme to support.</p>
<p>Child Protection: Section 47 enquiries were enacted in 300 out of every 100,000 children in</p>	<p>CP cases have been highlighted to teaching staff to ensure gaps in</p>

Nottingham, compared to 167 per 100,000 nationally.
 88 children per 10,00 are subject to a CP plan in Nottingham, compared to a national average of 42 per 10,000
 The number of children on CP plan in Nottingham increased by 100 cases in 2020, whereas nationally it dropped.
 The number of children who have been subject to a second or subsequent CP plan has also increased by 68, compared to our statistical neighbours who have only increased by 6 cases. Unfortunately SW turnover is also higher in the city of Nottingham compared to the average.

knowledge are closed and additional consideration is given to these children.

DSLs have been trained on how best to complete MARF referrals to ensure that we reach the best outcome for students.

We facilitate the work of Social Care to ensure that where necessary students are able to meet with workers within school.

Section J - Professional development

The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns.

We will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, part 1 and 5 of Keeping Children Safe in Education, staff behaviour policy, the designated leads in the school, their responsibilities and procedures to be followed.

The training, including multi-agency training, in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

- o **Basic Safeguarding Training – all staff**
- o **Prevent safeguarding INSET**
- o **FGM – safeguarding INSET**
- o **Child sexual exploitation – safeguarding INSET**
- o **Sexual abuse – safeguarding INSET**
- o **DSL attend termly network meetings**
- o **DSL update training**
- o **Mental Health First Aid Training – DSL**
- o **Advanced Safeguarding Lead Training - DSL**

A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school

A training register is kept to indicate when staff and governors have been trained and this in turn informs the *annual* report to governors.

Safer recruitment training has been attended by:
 Head Teacher – Emma Howard
 Business Manager – Anna Walsh
 Deputy Headteacher – Adrian Rollins

Section K - Training

Regular training and discussion within the school environment is important and is led by the Designated Leads for safeguarding. (Where appropriate this may also be lead by External Agencies).

All Staff will be expected to attend termly safeguarding training on the following topics;

1. Peer on Peer Abuse
2. Bullying
3. CCE & CSE (exploitation)
4. Self-harm
5. Domestic Abuse & Violence
6. Honour Based Violence & Forced Marriage

Timelines for training:

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement).
- Children in Education – Safeguarding Update training: To be refreshed **within every three years** as agreed with Nottingham City Safeguarding Partners
The above training is available through the Safeguarding in Education Service safeguardingineducation@nottinghamcity.gov.uk
- Whole School Refresher Training at least annually with regular in-school updates
- Safer recruitment training: Through the DfE on-line (under review) or through local training provided by Nottingham City Council

All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children Safe in Education 2020.

Section L - Confidentiality, sharing information and record keeping

Information will be shared in line with GDPR.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

School and college staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Pupil's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

NUSA's policy on confidentiality and information-sharing is available to parents and pupils on request.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (parg.85 Keeping Children Safe in Education 2021)

Further details on information sharing can be found: Working Together to Safeguard Children 2018, Data protection: toolkit for schools, Information Sharing: Advice for Practitioners providing safeguarding services to Children, Young People, Parents and Carers.

Section M - Education at home

NUSA has taken guidance from the DFE: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#) to ensure that children who are being asked to learn online at home are safe.

Section N - Schools and Partnerships

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils.

Further guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- Family Support Pathway
<http://www.nottinghamchildrenspartnership.co.uk/family-support-pathway/>
- Children who may have been trafficked
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Behaviour and Discipline
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Attendance
<https://www.gov.uk/government/publications/school-attendance>
- Exclusions
<https://www.gov.uk/government/publications/school-exclusion>
- Bullying
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Nottingham City Safeguarding Partners (formerly NCSCB) Guidance Children Missing from Home and Care Joint Procedures
- Sexting in Schools and Colleges

Sexting in Schools and Colleges, responding to incidents and safeguarding young people
– UKCCIS (2017)

- www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006
(updated August 2018)

Policy reviewed by :

Emma Howard

Date