

Toot Hill School recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by School Leadership and adopted by the Governing Body with approval from the TAG Trust Board.

Date of last review: September 2016

Date of next review: September 2017

Role	Name	Contact Details
Designated Governor for Child Protection	Sylvia Macdougall	<b>For all:</b>  Tel: 01949 875550
SNR Designated Person for Child Protection	Mari Paskin	
Designated Persons for Child Protection	Jennifer Gray Sarah Hawthorne (SLT) Rachel Leeson Michael Leslie Dominic Lynas Fionna Murphy Sandy Paley (Head of School) Sandra Stapleton (SLT) Ross Wickens Charlotte Woods	
LA Child Protection Contact/LADO (Nottinghamshire)	Eva Callaghan/Cheryl Stallery	Tel: 01623 433169

### School Commitment

Our policy applies to all staff, governors and volunteers working in the school. We have developed this policy in consultation with the Nottinghamshire Safeguarding Children Board (N.S.C.B) and Nottingham City Safeguarding Children Board (N.C.S.C.B).

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

The school has certain duties and responsibilities as set out within the Education Act 2002 sec 175, Keeping Children Safe in Education 2016 and Working Together 2015 which are incorporated into this policy.

All members of staff should be aware of systems within their school which support safeguarding. These should be explained as part of staff induction and reviewed yearly with all staff. This must include:

- Child Protection Policy
- Code of Conduct Policy
- Understanding of the roles and responsibilities of the DSL.

Staff must sign to confirm that they have read and understood the policies.

## **SAFEGUARDING**

### **Safeguarding children is defined as:**

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

### **Safeguarding and promoting the welfare of children is defined as:**

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

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

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

- Pupils' health and safety and well-being, including their mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context.

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

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

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

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

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the designated safeguarding lead. Although any staff can make a referral to children's social care. Where a child is identified as being in immediate danger then there should be no delay in a member of staff reporting the concerns directly to children's social care or the police as required.

Mari Paskin (DSL) or Sandy Paley (Head of School), who are familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

### **The Policy**

There are five main elements to our policy:

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

Included within the policy are a number of appendices:

- Appendix 1 Roles and Responsibilities
- Appendix 2 Types of Abuse
- Appendix 3 Concerns
- Appendix 4 Records and Monitoring
- Appendix 5 Regulated Activity
- Appendix 6 Making a Referral

## **The Policy**

### **To provide a safe and learning environment the school will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
  - availability of local and online advice
  - recognising and managing risks including online and running away
  - developing healthy relationships and awareness of domestic violence, bullying and abuse
  - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.

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- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
  - Promote pupil health and safety.
  - Promote safe practice and challenge unsafe practice.
  - Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers (*Part 4: Dealing with Allegations of Abuse Against Teachers and Other Staff, Keeping Children Safe in Education (2016) and set out within the Local Inter-agency Procedures*).
  - Put in place and promote robust anti-bullying (including cyber bullying) strategies.
  - Provide first aid and meet the health needs of children with medical conditions in accordance with '**Supporting pupils at school with medical conditions**', 2014.
  - 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 with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime.
  - Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

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

- Ensure we have a designated senior and deputy person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection. **Make all staff and volunteers aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised at Toot Hill School. All staff may raise concerns directly with Children's Social Services.**
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.

- Develop effective links
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- 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; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

## Supporting children

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

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with Pathway to Provision), behaviour and attendance service and education psychology service, use of **EHU**, Early Help Assessment and where appropriate the complex needs forum.
- Ensuring that, where a pupil leaves and is subject to a child protection plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.

## Safe Staff and Supporting Staff

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- Safer recruitment processes will be followed in accordance with 'Keeping Children Safe in Education' 2016.
  - Checks and references are an essential part of this process.
  - Staff will have access to advice on the boundaries of appropriate behaviour. The Guidance for Safer Working Practices for Adults who work with Children and Young People (DFCS 2009) Updated with CAPE 2015. This should assist in limiting complaints against staff of abuse of trust and/or allegations.
  - In the event of any complaint or allegation against a member of staff, the headteacher (or the Senior/Deputy Designated Person) if the headteacher is not present, should be notified immediately. If it relates to the headteacher, the chair of governors should be informed.
  - In the case of a serious allegation being made against a member of staff the advice of the LADO should be sought before any investigation is commenced.
  - Staff may find some of the issues relating to child protection upsetting and may need support which will be provided.

### Links to other policies

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

- *Accessibility Plan*
- *Anti-Bullying*
- *Attendance Policy*
- *Behaviour Principles Written Statement*
- *BME and Equality*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints Procedure Statement*
- *Cyber –bullying [for 2016 Online Safety Policy to be available for the autumn term]*
- *E Safety Policy*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM)*
- *Radicalisation – Prevent duty*
- *Health and Safety Disability Equality Action Plan*
- *Home-school Agreement Document*
- *Physical intervention/positive handling*
- *Register of Pupil Attendance*

- *School Access Policy*
- *School Behaviour*
- *Sex education*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance ( procedures for addressing)*
- *Schools information published on a website*
- *Whistle Blowing Policy*

#### **All Agencies**

- **Pathway to Provision**
- **Guidance where children are at risk of missing education**
- *Escalation policy (NCC)*
- **Interagency Safeguarding Children Procedures of the NSCB**



## Appendix 1

### ROLES AND RESPONSIBILITIES

#### Roles and Responsibilities

##### Everyone

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

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

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

All our staff are aware of systems within Toot Hill School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the designated safeguarding lead and Keeping Children Safe in Education Part One. Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information [see Appendix 13]

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

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

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

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

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

### **Designated Safeguarding Lead**

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

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

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

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

- **Manage Referrals**
  - Refer cases of suspected abuse or allegations to the relevant investigating agencies.
  - Support staff who make referrals to children's social care and other referral pathways
  - Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required
  
- **Work with others**
  - Liaise with the headteacher/principal (where the designated safeguarding lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.

- Liaise with the case manager and the LADO where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2015.

- **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 designated safeguarding lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The training undertaken should enable the designated safeguarding lead to:
  - understand the assessment process for providing early help and intervention through the Pathway to Provision, EHAF and the Early Help Unit.
  - Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
  - Ensure that each member of staff has access to the child protection policy and procedures
  - Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers
  - Be able to keep detailed, accurate, secure written records of concerns and referrals.
  - Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
  - Encourage a culture of protecting children; listening to children and their wishes and feelings.

- **Raise awareness**

- Ensure that the child protection policies are known, understood and used appropriately
- Ensure that the child protection policy is reviewed annually, procedures and implementation are updated and reviewed regularly and work with governing bodies regarding this

- 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 make parents/carers aware that referrals may be made about suspected abuse or neglect
- Liaise with the NSCB and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.
- **Child protection file**
  - The designated safeguarding lead is responsible for ensuring that where children leave the school or college their child protection file is transferred to the new school or college as soon as possible.
- **Availability**
  - During term time the designated safeguarding lead (or a deputy) are always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Appropriate arrangements will also need to be for any out of school hours activities.

## **Headteacher**

### **The headteacher of the school will ensure that:**

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The headteacher will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, NCC HR Contact between Staff and Pupils Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education guidance 2016, part one, as a minimum.
- The headteacher will ensure there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2016.

## **Governing Body**

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**The governing body (and proprietors) 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 within the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2015) as well as with local NSCB guidance and monitor the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for *appropriate* action to be taken in a *timely* manner to promote a child's welfare
- Recognising the importance of information sharing between agencies. Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a designated safeguarding lead from the leadership team to take lead responsibility for safeguarding and child protection and a designated teacher for looked after children, who is appropriately trained.
- Ensuring that all staff read at least part one of Keeping Children Safe in Education 2016 and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in part one.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring there is a training a strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refresher training at three yearly intervals. The designated safeguarding lead should receive refresher training at two yearly intervals.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated in to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring that there are procedures in place to manage allegations against staff. Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
- Ensuring a response if there is an allegation against the headteacher 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 to help prevent the risks of their going missing in future.

- Ensuring that appropriate filters and monitoring systems are in place to protect children online.
- Ensuring that children are taught about safeguarding online through teaching and learning opportunities.
- Ensuring that peer on peer abuse is included in safeguarding child protection policy, sexting and the schools response is included and different gender issues that are prevalent in peer on peer abuse.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and 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.
- Ensuring at least one person on any appointment panel has undertaken 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.

#### **Looked After Children – the role of Designated teacher (Cari Morgan) and the Designated Safeguarding Lead (Mari Paskin)**

- A teacher is appointed who has responsibility for promoting the education achievement of children who are looked after. They have the appropriate training. The designated teacher will work with the Virtual School Head to ensure that the progress of the child is supported.
- The designated safeguarding lead will also have details of the child's social worker and the name of the virtual head. The designated safeguarding lead will work closely with the designated teacher as we recognise that children may have been abused or neglected before becoming looked after and we need to ensure their ongoing safety as well as supporting their education and development by linking with the designated safeguarding lead, their social worker and parents where appropriate.

## Appendix 2

### Identifying Concerns

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

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other.

Staff who regularly come into contact with children are aware of the Dfe guidance [What to do if you're Worried a Child is Being Abused](#)

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

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

## Types of abuse

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

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

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



All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

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

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

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Sexting:**

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately (Sexting in schools and colleges: responding to incidents and safeguarding young people, August 2016)

### **Female Genital Mutilation**

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the DSL/Teacher must report this to the police.

## **Extremism and Radicalism**

**Toot Hill School** has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism (KCSIE section 29 paragraphs 57-76).

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause. Staff are expected to be vigilant in protecting pupils from the threat of radicalisation and refer any concerns to the Designated Safeguarding Lead. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify pupils at risk, challenge extremist ideas and know where and how to refer concerns.

## **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

## **Appendix 3**

### **Identifying Concerns**

All members of staff, volunteers and governors will know how to respond to a pupil who discloses abuse, and will be familiar with procedures to be followed – see page 10 flow chart KCSIE 2016.

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:

### **Taking action where concerns are identified**

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

If staff have concerns about a child they will need to decide what action to take. Where possible a discussion will take place with the designated safeguarding lead to agree a course of action.

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

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

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

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, eg to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising and only using open questions.
  - Leading questions should be avoided as much as possible.
  - Questioning should not be extensive or repetitive.
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc.
- 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. CSC will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted direct in an emergency.

## **Confidentiality**

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

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

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

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

## **Appendix 4**

### **Records and Monitoring**

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

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

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

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated safeguarding lead should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

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

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

### **Why recording is important**

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

It is also true that without information being recorded it can be lost; this could be crucial information, the importance of which is not 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 concern file**

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

A 'concern' 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.

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

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

Records will be kept up to date and reviewed regularly by the 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.

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

Where children leave the school or college they should ensure their concern/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place. There should be a smooth and safe transition for the child.

### **Recording Practice**

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

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, 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 document.

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

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.

### Regulated Activity

This involves contact with children and is:

Of a specified nature; or	Frequently, intensity and/or overnight (period condition)
In a specified setting	

Schools are defined as 'specified settings' in the Act – all activity within those settings is Regulated Activity (as long as the blue box applies)

### Period condition

More than 3 times in a 30 day period = frequent or intensive

At any time between 2am and 6am with opportunity for face to face contact = overnight.

### There are three types of DBS checks:

1. **Standard:** PNC check for records of convictions, cautions, reprimands and warnings.
2. **Enhanced:** PNC check for above, plus other information held by police that they consider relevant.
3. **Enhanced with barred list information:** for those engaged in Regulated Activity. Includes a check of the Children's Barred list.



### Contact Details

Nottinghamshire:

**Eva Callaghan**

**Safeguarding Children in Education Officer**

Meadow House

Littleworth

Mansfield

Nottinghamshire

NG18 2TB

Tel: 0115 8041498

e-mail: [eva.callaghan@nottscc.gov.uk](mailto:eva.callaghan@nottscc.gov.uk)

Or Team Administrator: [philip.walmsley@nottscc.gov.uk](mailto:philip.walmsley@nottscc.gov.uk)

**Terri Johnson**

**Service Manager, Safeguarding Children (Strategic)**

County Hall

West Bridgford

Nottingham

NG2 7QP

Tel: 0115 97 73921

e-mail: [terri.johnson@nottscc.gov.uk](mailto:terri.johnson@nottscc.gov.uk)

### MASH referrals:

Contact number for any concern:

(Monday-Thursday 8.30am-5pm) **0300 500 8090**

(Fridays – 8.30am-4.30pm)

**Emergency duty team: 0300 456 4546**

Email: [mash.safeguarding@nottscc.gcsx.gov.uk](mailto:mash.safeguarding@nottscc.gcsx.gov.uk)

### School Based Mash Enquiries:

Moira Cordon : 0115 8042525

### Early Help

