

**WHOLE SCHOOL POLICY FOR CHILD
PROTECTION TO SAFEGUARD
AND PROMOTE THE
WELFARE OF CHILDREN**

The Bramble Academy



Contents

1.0 Introduction.....	3
2.0 Safeguarding.....	5
Child Protection Statement	5
3.0 The Policy.....	7
4.0 Supporting Children.....	10
Safe Staff and Supporting Staff.....	10
Links to other Academy Policies	11
• <i>Inter-agency Safeguarding Children Procedures of the Nottinghamshire Safeguarding Children Board (NSCB)</i> 13	
Appendix 1 - Roles and Responsibilities	13
Everyone.....	13
Teachers (including NQTs) and Head Teachers – Professional duty.....	15
Designated Safeguarding Lead	15
Manage Referrals	16
Work with others.....	16
Undertake training	16
Raise awareness	17
Child Protection file	17
Availability	18
Head Teacher.....	18
Scrutiny Board and Multi-Academy Trusts	18
Looked After Children – the role of Designated Teacher and the Designated Safeguarding Lead.....	20
Appendix 2 - Identifying Concerns.....	20
Taking action where concerns are identified	24
Appendix 3 - Confidentiality	26
Appendix 4 - Records and Monitoring.....	26
Educating Young People	29
Appendix 8 – Child Protection Procedures at The Bramble Academy.....	31
Appendix 11 - Body Map Guidance for Schools and Body Map Templates.....	31
Ensure First Aid is provided where required and record.....	32
Right Left.....	35
Appendix 12 – Safeguarding Flow Chart.....	37

Appendix 15 - Induction Checklist for Safer Recruitment	38
Appendix 9 - Prevent Duty and Radicalisation	39
Appendix 17 Peer on Peer Abuse	40
Appendix 18 Child Sexual Exploitation (CSE)	40
Appendix 19 Youth Produced Sexual Imagery (Sexting).....	41
Introduction.....	41
Handling Incidents.....	42
Educating Young People	45
Appendix 20 – Online Safety	45
Advice and information for parents	46
Resources parents could highlight to their children.....	47
Resources for teaching staff	47
Appendix 22 - Female Genital Mutilation.....	47
Guidance Notes for Staff/scrutiny board members	47
Appendix 23 - Children Missing from Education	49
Absence	50
Appendix 24 Transportation of Children by Parents	52
Appendix 25 Photographing and Videoing of Children in School.....	52
Appendix 26 Record of Physical Intervention or Restraint.....	53
Appendix 29 - Private Fostering Guidance for Schools.....	54
Signs to watch out for.....	55

1.0 Introduction

The Bramble Academy recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead Samantha Kirtley on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy be fully reviewed as a minimum once a year during the autumn term provided to the Multi Academy Trust Scrutiny Board for approval and sign off at the first autumn term meeting.

Date of last review: October 2019

Date of next review: September 2020

Role	Name	Contact Details
Designated Scrutiny Board Member for Child Protection and Senior Board Level Lead with Leadership Responsibility for Safeguarding	Julie Horton	01623 635928 jhorton@brunts.evolutrust.org
Designated Senior Person for Child Protection (DSL)	Mr John Richardson	01623 635928 jrichardson@beech.evolutrust.org
Designated Deputy Person for Child Protection (Deputy DSL)	Mr Adrian O'Malley	01623 635928 aomalley@evolutrust.org
Names of additional safeguarding officers	Natalie Elliott – Y6 Teacher Sarah Bailey Wiles – Trust SENCo	01623 635928 nelliott@bramble.evolutrust.org Sbailey-wiles@evolutrust.org
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
LA Safeguarding Children in Education Officer	Cheryl Stollery	01158041047
MASH	Multi Agency Safeguarding Hub	0300 500 80 90
Emergency Duty Team (Children's Social Care)	Outside of office hours	0300 456 45 46

Our policy applies to all staff, scrutiny board members and volunteers working in the Academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Board (NSCB), and will continue to be amended with advice and guidance from Safeguarding Partners once NSCB is replaced.

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

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2018 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

2.0 Safeguarding

Child Protection Statement

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

The procedures contained in this policy apply to all staff, volunteers and scrutiny board members / members of the Evolve Trust and are consistent with those of Nottinghamshire Safeguarding Children Board (NSCB).

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.
- Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child.

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 2018 (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 the broader aspects of care and education including:

- Pupils' health and safety and well-being, including their mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional wellbeing
- Online safety and associated issues

- Appropriate arrangements to ensure school security, taking into account the local context
- Keeping children safe from risks, harm and exploitation: KCSIE 2019 Annex A

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised abuse
- Bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice based bullying
- Peer on Peer abuse
- Racist, disability and homophobic, biphobic or transphobic abuse
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation
- Child sexual exploitation and human trafficking
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment (KCSIE 2019 Part Five pg 65-68)
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence (County Lines)
- Particular issues affecting children including domestic violence, female genital mutilation and honour based violence and forced marriage
- Serious Violence (KCSiE 2019 para 29).
- 'Up skirting'- a criminal offence from 2019 (KCSiE 2019 para 27).

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 The Bramble Academy will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our academy therefore, led by senior members of staff and scrutiny board members whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or 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 Snr Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the

discussion with the DSL their concerns remain. Staff are also informed of the academy whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

The senior designated safeguarding lead accepts responsibility for keeping up to date with local and national changes and staff will be kept up to date through staff briefing and regular notices, staff training, annual safeguarding specific training and assessment and sharing of good practice.

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

3.0 The Policy

There are five main elements to our policy:

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

We recognise that because of the day to day contact with children, the academy is well placed to observe the outward signs of abuse.

The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard
- Ensure children know that there are trusted adults in the school whom they can approach if they are worried
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies
- Include opportunities in the PSHE or SRE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
 - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation and the Prevent Agenda

- developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse
 - recognising how pressure from others can affect their behaviour
 - Knowing that as an academy we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
-
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised
 - Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies
 - Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school through the use of the CPOMS system.
 - Promote pupil health and safety
 - Promote safe practice and challenge unsafe practice
 - Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2019 Part Four Pages 53 to 64), and the NSCP local multi-agency Procedures
 - Provide first aid and meet the health needs of children with medical conditions
 - Ensure school site security
 - Address drugs and substance misuse issues
 - Support and plan for young people in custody and their resettlement back into the community
 - Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation
 - Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.
 - Ensure that rigorous checks are in place for any alternative provisions commissioned by the academy with QA visits each term to review the provision and maintain links with students and their families.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2019 to:

- Ensure we have a Snr Designated Safeguarding Lead (DSL) (who is a member of the school/college leadership team) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2019 Annex B).

- Ensure we have a nominated scrutiny board member responsible for child protection
- Ensure that we have a Designated Teacher for Looked-After children
- Ensure every member of staff (including temporary and supply staff and volunteers) and the scrutiny board knows the name of the Snr Designated Safeguarding Lead and their deputy(s) 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 through the CPOMS system, to the designated senior person responsible for child protection.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements
- Ensure there is an appropriate system in place for monitoring pupils' safe internet usage.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously
- Ensure that there is a complaints' system in place for children and families
- Ensure that we hold more than one emergency contact number for all pupils.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard
- Ensure that CPOMS electronic system is used for recording all safeguarding incidents and concerns.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations in an office (not a classroom)
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed
- Apply confidentiality appropriately
- Apply the NSCP escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies

4.0 Supporting Children

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

The school will endeavour to support the pupil through:

- The content of the curriculum to include key aspects of safeguarding including SMSC, PSHE and British Values
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in the academy.
- Our academy will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our academy they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by regularly reviewing the needs of children with SEN, involving agencies and including parents in all discussions. SEN reviews will take place termly and the pastoral leaders will work with the SENCO and wider Well-Being Team to seek support and guidance around the needs of children with SEND.

Safe Staff and Supporting Staff

- The leadership and scrutiny board of the academy will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2019 Part Three and advised by the Multi Academy Trust HR Services policy and practice guidance.
- School leaders, staff and members of the scrutiny board will be appropriately trained in safer working practices and access the safer recruitment training advised by NSPCC Safe Recruitment Online Course as advised by NCC.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.

- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct. This includes contact between staff and pupils outside the work context.
- The academy has in place recruitment, selection and vetting procedures in accordance with KCSiE 2019 Part Two and maintains a Single Central Record, which is reviewed regularly and updated in accordance with KCSiE 2019 paras 148 to 155.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Staff can access a copy of this through The Evolve Trust Website.
- In the event of any complaint or allegation against a member of staff, the Head Teacher (or the Senior/Deputy Designated Safeguarding Lead) if the Head Teacher is not present, will be notified immediately. If it relates to the Head Teacher, the lead member of the scrutiny board will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and HR colleagues.
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the academy and their Human Resources Team. Advice and support will be made available by the SCIEO/LADO and NCC HR where appropriate to the leadership team.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the process of an induction programme deliver by HR before beginning working and contact with pupils. All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.

Links to other Academy 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 our school.

- Access policy
- Anti-Bullying policy
- Attendance Policy
- Behaviour for learning policy
- Drugs policy
- Grievance procedures
- Safer Recruitment policy and central record
- Complaints Procedure Statement
- Cyber Bullying as part of Anti-Bullying policy
- Student and staff acceptable use ICT policy
- Health and Safety policy
- Home-school Agreement
- Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to 'up skirting'
- Relationships and Sex education policy
- Register of Pupil Attendance
- Single equality Plan (previously known as Race, Equality and Cultural Diversity policy)
- Special Educational Needs policy

- Staff contact policy
- Staff handbook including Staff Behaviour / Code of Conduct Policy
- Whistle Blowing Policy
- Academy information published on a website

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

All Agencies

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

Appendix 1 - Roles and Responsibilities

Everyone

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

All staff within our academy are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn. From class teachers who see children every day, to other staff including Teaching Assistants, Office Staff, Midday Supervisors and the wider staff team, all members of the academy contribute to enabling a safe environment both in school and when out of school in trips or extended learning opportunities.

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 concerns will be logged on the CPOMS system.

Wider agency support is signposted throughout the academy, in newsletters to parents, through the parent app WEDUC and on social media. Parents and carers are invited to contact class teachers, the DSL or the Trust SENCO if they have concerns or need support and guidance. Parents' Evenings are held annually.

All our staff are aware of systems within the academy 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 2019 Part One. Our academy utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information. Staff are directed on how to use the CPOMS system to record all incidents and further support materials are issued.

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. Staff also complete annual online safeguarding training. Pam Gartland HMI delivered the most recent tri-annual face-to-face safeguarding training in 2018.

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

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

Staff responsibilities

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

To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the academy who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations' procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LSCB and take account of guidance issued by the DfE KCSIE 2019 Part One.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- School staff work with agencies including: The Healthy Family Team, TETC Team, CAMHS Primary Mental Health Workers, Police Early Intervention Officers and others, to ensure that partnerships can be developed to support vulnerable children.

Senior Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance

- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help (*para 19 - 24 KCSiE 2019*)
- Ensure staff are alert to the various factors that can increase the need for early help (*KCSiE 2019 paras 26 to 30*)
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the scrutiny board such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the academy.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2019 Part Four), Nottinghamshire Safeguarding Children Board (NSCB) and Nottinghamshire County Council (NCC)

Teachers (including NQTs) and Head Teachers – Professional duty

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

The Children and Social Work Act of 2017, places responsibilities for designated teachers to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The Designated Teacher attends all LAC and PEP reviews, and offers support and guidance in school for all children in care. Termly reviews with The Virtual School take place and the school hosts the DT LAC network to ensure that best practice is shared in meeting the needs of children in care.

Designated Safeguarding Lead

We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role and he is assisted by a Senior Deputy Designated Safeguarding Lead who is also the Family Liaison and Attendance Officer. The Senior Designated Safeguarding Lead is the Deputy Headteacher and their responsibilities are explicit in their job description.

Senior Deputy Designated Safeguarding Lead will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr 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 Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

We have additional Designated Safeguarding Officers named within this policy. All have completed the required training and are overseen by the Snr Designated Safeguarding Lead to ensure we fulfil our child protection responsibilities to meet the needs of the children on roll.

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 Snr 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
- Maintain oversight of all children on CiN and CP plans, working with children's social care to review the progress of these children and implement support. This includes children accessing alternative provision away from the main school site. From September 2019 Ofsted will inspect these arrangements as part of the child's journey and likely form a judgement regarding the safeguards in place. Termly QA visits to alternative provisions will take place and attendance will be monitored on a daily basis.

Work with others

- Liaise with the Head Teacher/Principal (where the Snr Designated Safeguarding Lead role is not carried out by the Head Teacher) to inform him/her of any issues and ongoing investigations
 - As required, liaise with the 'case manager' (as per part Four of KCSiE 2019) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
 - Liaise with the case manager and the LADO/ LADO Allegation Officer where there are concerns about a staff member
 - Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
 - Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children
 - Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2015 and the local Nottinghamshire Safeguarding Children Board procedures and practice guidance
 - Attend NCC Designated Safeguarding Lead Focus Group Meetings, feeding back to the wider safeguarding team and disseminating best practice across the school to all staff as appropriate through face to face staff briefings.

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least

annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training

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

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 8, 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.
- Understand the reporting requirements for FGM
- 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 the scrutiny board 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 senior designated safeguarding lead is responsible for ensuring that where children leave the school or college their child protection / child protection / confidential file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision. An electronic CPOMS system is used to record all incidents and concerns and has been in place since Autumn 2018. Processes are in place to ensure that information is shared with new placements, with files being hand delivered wherever possible and a record of transfer being completed to ensure no information is lost. On entry to the academy, all CP files are gathered and recorded on school systems and are accessed by a limited number of key staff. Files are then stored in a secure place, with all electronic CPOMS records requested from previous placements.

Availability

- During term time the Snr Designated Safeguarding Lead or a Deputy will always be available (during school = hours) for staff in the school to discuss any safeguarding concerns. Appropriate arrangements will also need to be for any out of school hours' activities in- line with the guidance contained in DfE KCSIE 2019 para 61 to 67 and Annex B.

Head Teacher

The Head Teacher of the school will ensure that:

- The policies and procedures adopted by the scrutiny board are fully implemented, and followed by all staff.
- The academy has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Head Teacher will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, NCC HR Contact between Staff and Pupils Outside the Usual Work Context Policy, the school's behaviour for Learning policy and DfE Keeping Children Safe in Education guidance 2019, Part one, as a minimum
- The Head Teacher 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 2019 Part one and Part Two Leadership and Management.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the Head Teacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2019). If the allegation is against the Head Teacher then the scrutiny board will manage the allegation – see below.

Scrutiny Board and Multi-Academy Trusts

The scrutiny board **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 2018) as well as with local NSCB guidance and monitor the school's compliance with them

- Ensuring that safeguarding policies and procedures are in place for *appropriate* action to be taken in a *timely* manner to promote a child's welfare
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSIE 2019 Part Four, Working Together to Safeguard Children 2018 and the recently published HM Government guidance 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a senior designated safeguarding lead from the leadership team to take lead responsibility for safeguarding and child protection and a designated teacher for looked after children and post-looked after children, who is appropriately trained.
- Ensuring that all staff read at least part one of Keeping Children Safe in Education 2019 Part One as a minimum 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 scrutiny board is collectively responsible for the school's safeguarding arrangements. All members of the scrutiny board will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- The scrutiny board and Named child protection/safeguarding scrutiny board member will access role specific training to enable them to discharge and comply with their child protection/ safeguarding responsibilities.
- Ensuring there is a training strategy in place for all staff, including the Head Teacher, 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 that if there is an allegation made against the Head Teacher or Principal that meets the criteria for a referral to LADO then the scrutiny board/Chair of the Management Committee/Proprietor will contact the LADO immediately (within 24 hours) – see Part Four of KCSiE (2019).
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the Head Teacher/Principal by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the academy has the training and resources to manage any concerns or incidents harmful.

- Be alert to the growing concerns involving knife crime and ensure the academy works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring that appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Ensuring that 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.
- Recognise that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the academy and be available to act decisively upon them.

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

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

Appendix 2 - Identifying Concerns

All members of staff, volunteers and scrutiny board members 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 which include immediately reporting concerns to the DSL or member of the safeguarding team, not promising confidentiality and ensuring that all records are made using the online CPOMS system.

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.

The four categories of child abuse are as follows:

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

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

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

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

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

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

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

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

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

Up skirting is now a criminal offence and sits within the category of Peer on Peer Abuse (KCSiE 2019 para 27 and page 89)

Definition:

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.

Staff have been trained in this aspect and that 'up skirting' is a criminal offence. Should they need to report an incident of this nature they should record on CPOMs and immediately inform a member of the safeguarding team.

Contextualised Safeguarding (KCSiE 2019 para 32)

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

School leaders including pastoral staff will work with agencies including social care, Early Intervention Officers and the TETC team to support contextualise safeguarding issues.

Areas of contextualised safeguarding includes:

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

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

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

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

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery; and
- initiation, hazing type violence and rituals

All our staff will **always act in the 'best interest of the child'** and report or refer concerns in accordance with our school, academy or college policies and procedures

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

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

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

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 directly in an emergency.

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

Appendix 3 - Confidentiality

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

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

The head teacher or designated safeguarding lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

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

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

Information Sharing

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

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

- *DfE KCSIE 2019 para 76 to 83*
- *HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018. All staff annually update their knowledge of GDPR through online training.*
- *Nottinghamshire Safeguarding Children Board (NSCB) Policy and Practice Guidance.*

Appendix 4 - Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours on CPOMs, the school's online reporting system. 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 within CPOMs. 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 confidential 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 coded within CPOMs as a 'concern' (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.

The Bramble Academy uses CPOMS to record all concerns and matters related to Child Protection.

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 Child Protection (CP), Child in Need (CiN) or Confidential file (sometimes called concern files) (KCSiE 2019 para 48 to 53, 76 to 83 Annex B page 95)

The establishment of an electronic '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).

An electronic '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.

Records are kept in two locations at The Bramble Academy:

1. As a secure electronic CPOMS record

These will be in a secure restricted access area of the CPOMS programme. These will include:

- Basic information about the child and details of agencies involved and meeting dates
- A chronology/log which details incidents/actions and outcomes, including information shared with other agencies
- Electronic minutes and reports

2. As a hard copy

Paper copies of any CPOMS logs, minutes, reports, referrals or body maps will be held in the confidential file

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.

Concern files remain active in terms of monitoring i.e. until the child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the electronic CPOMS log as a start and end date. If there are future concerns then this can be reactivated within CPOMS.

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 CPOMS. 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. CPOMS keeps an automatic chronology.

There is a template within CPOMS which gives a structure for the concern and a body map if needed.

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 Version 8 document published March 2019.

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.

Educating Young People (KCSiE 2019 para 89)

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

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems. This issue will be taught as part of a wider PSHE, SRE programme and through IT curriculum work to underpin a specific message such as 'sexting'.

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

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at <https://www.ceop.police.uk/safety-centre/>
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor.

More information is available at [https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/](https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety sexting/)

- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

We would hope that we are always open to discussing concerns and finding solutions which ensure children are kept safe.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

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

Appendix 8 – Child Protection Procedures at The Bramble Academy

Child protection procedures at The Bramble Academy

Any child protection concerns through disclosures actually received directly to a staff member need to be reported to one of the Designated Child Protection staff at school verbally **and in writing using the CPOMS incident form and alert the Safeguarding Team. If the member of staff is unable to use CPOMS for any reason then they must seek out their line manager or a member of SLT and request that they transfer the log to CPOMS within 24 hours, ensuring that they contact IT support to gain access to CPOMS for future use.**

Upon the receipt of an alert in CPOMS the Designated Person/s will read the alert and respond as having 'read' the alert and complete any actions if necessary or if the Designated Person believes that the concerns need to be escalated further. Any actions taken, including whether the concern has been escalated to CSC / MASH will be recorded on CPOMS.

Any information or concerns given to staff by another person i.e. discussions you may have with pupils, parents, Social Workers or other staff from different services or schools, either face to face or on the phone need to be reported as above and emailed as above **clearly stating on the CPOMS log where the information has been shared from.**

It is essential that all contact or concerns are reported within CPOMS as an ongoing procedure so we can have a full picture on which to make informed decisions.

Confidential files of pupils causing us concern or who are subject to Child Protection Proceedings are kept within CPOMS and a paper chronology and associated paper documents printed at least once an academic year and kept in a locked filing cabinet in the Headteacher's Office.

Each half term the Designated Persons will meet to review the pupil files and reports in a chronological order. They will ensure that all actions taken are appropriately meeting the needs of the pupils causing concern. Teachers may be asked to contribute to this meeting for the pupils in their care. This will be recorded on the individual student's CPOMS log.

Child protection and safeguarding procedures will be reviewed termly by the Designated Persons and the Designated scrutiny board member and the School Business Manager – any recommended actions from these meetings will be recorded and shared with all members of the academy safeguarding team.

Appendix 11 - Body Map Guidance for Schools and Body Map Templates

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries and are available within CPOMS. The paper copy should only be used if CPOMS is unavailable.

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

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

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

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

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

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

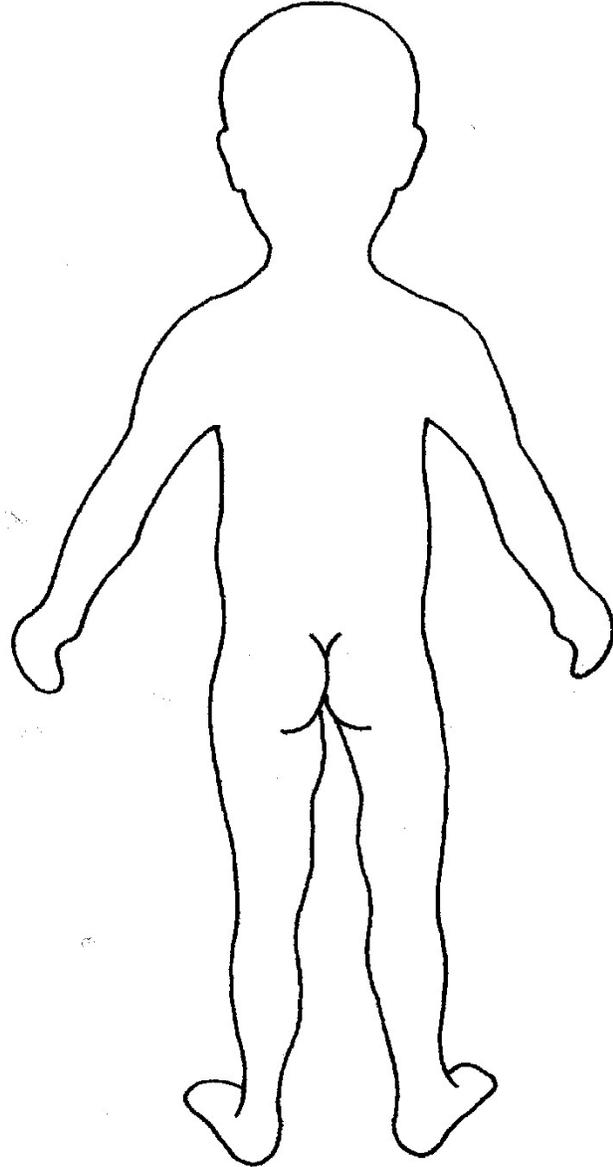
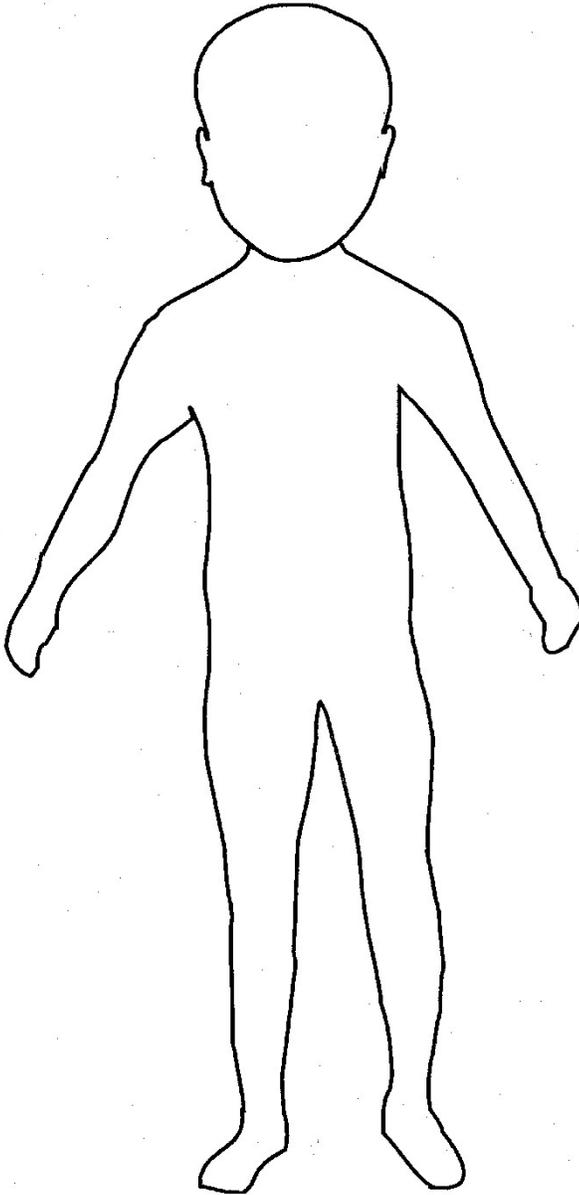
Ensure First Aid is provided where required and record

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

Names for Child: _____ Date of Birth: _____

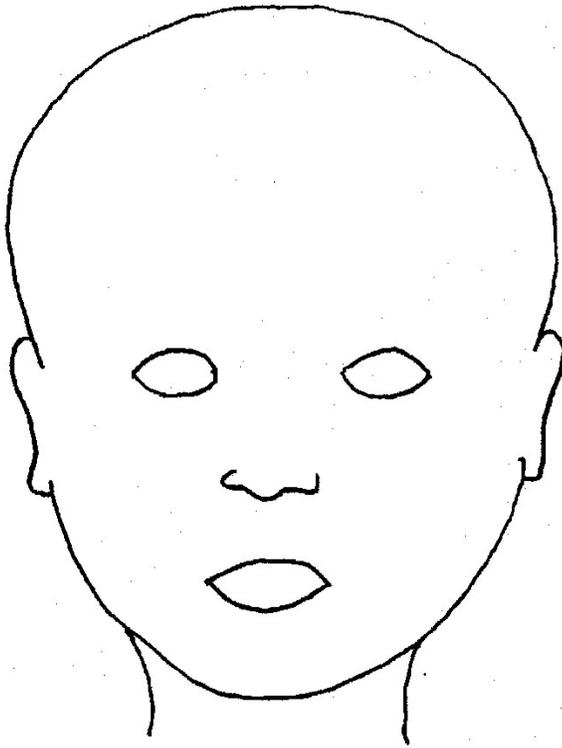
Name of Worker: _____ Agency: _____

Date and time of observation: _____

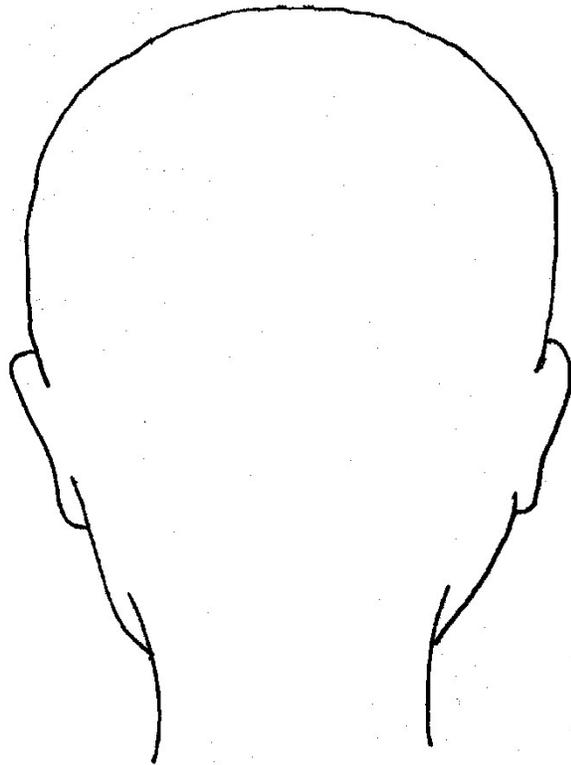


Name of Child: _____

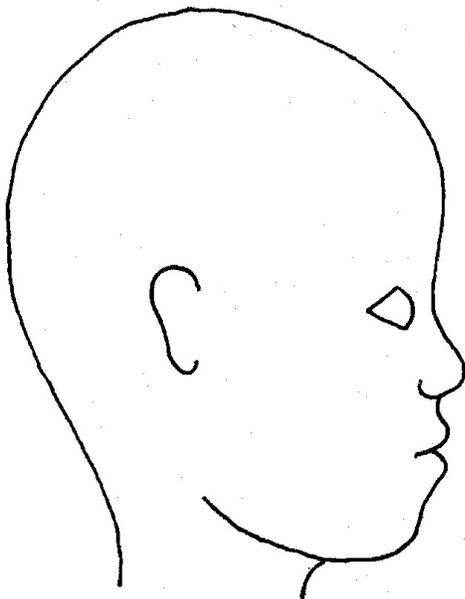
Date of observation: _____



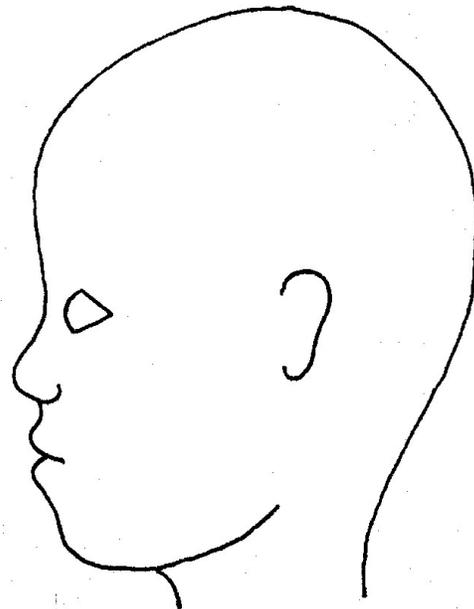
FRONT



BACK



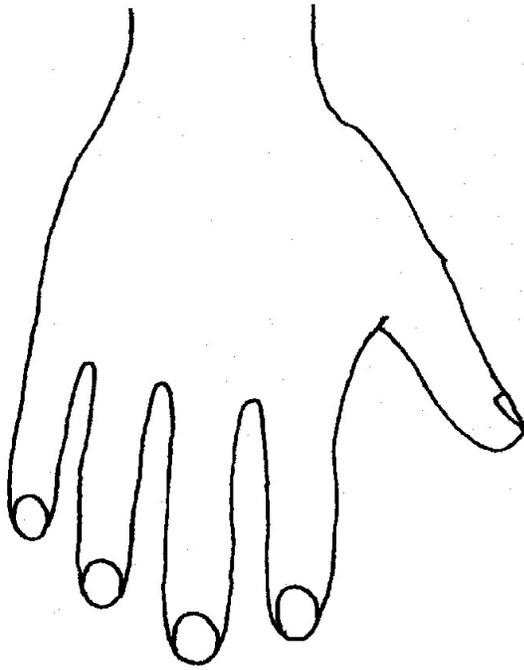
RIGHT



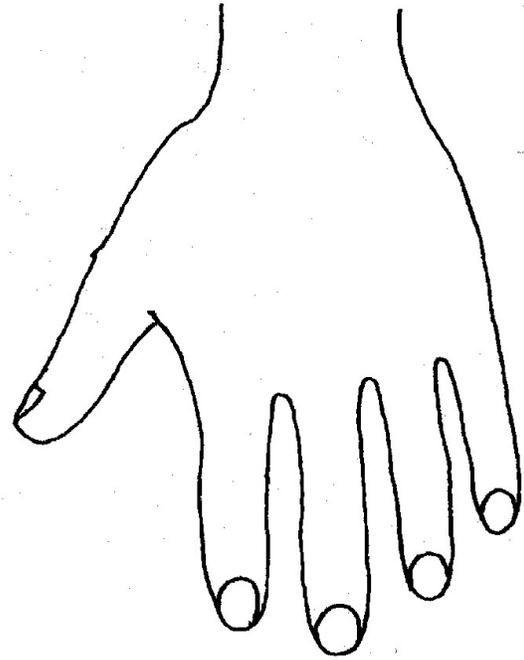
LEFT

Name of Child:

Date of observation:



Right

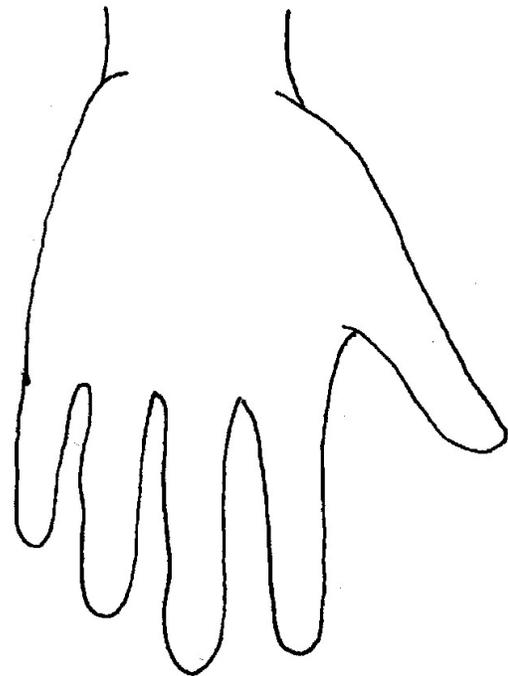


Left

BACK



Right

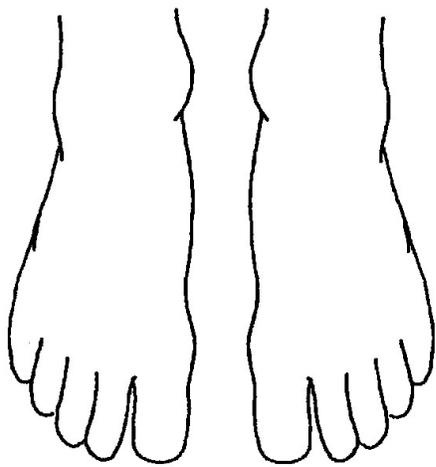


Left

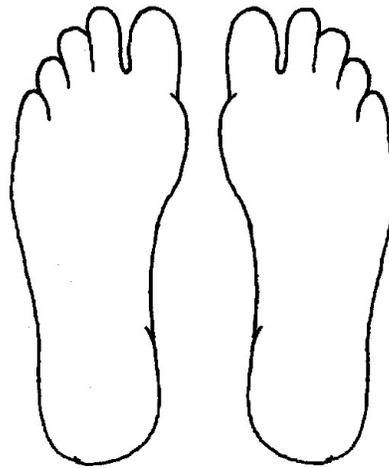
PALM

Name of Child:

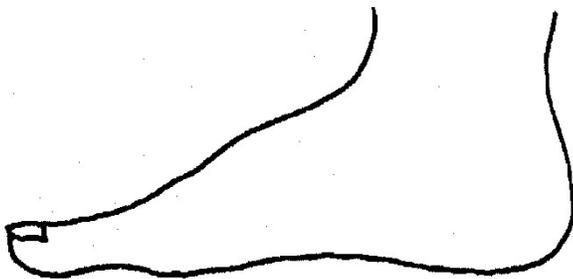
Date of observation:



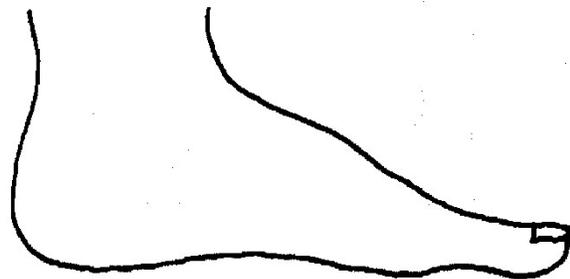
Right TOP Left



Right BOTTOM Left

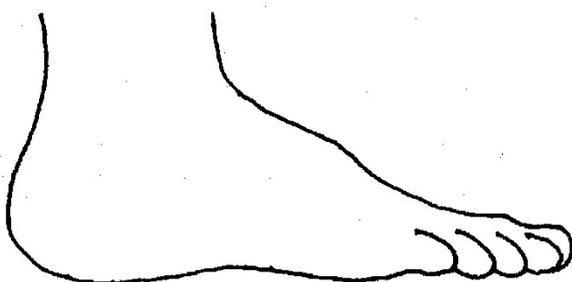


Right

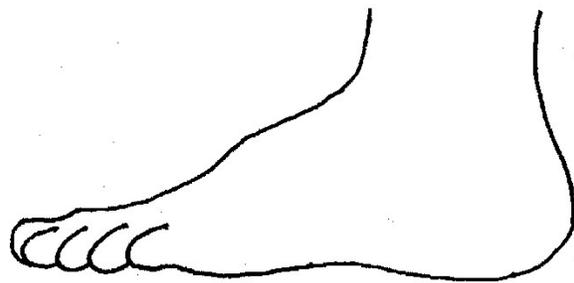


Left

INNER



Right



Left

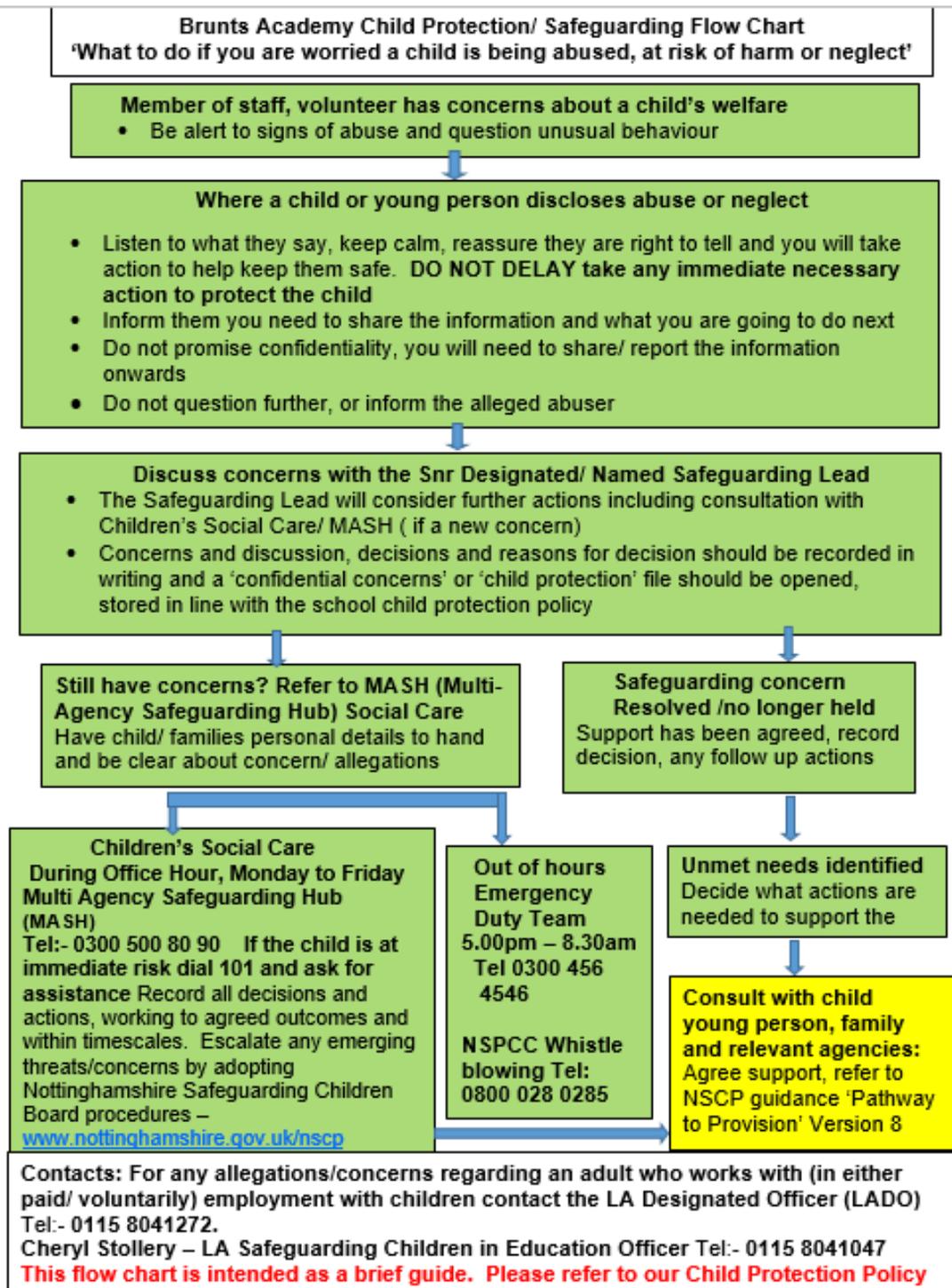
OUTER

Printed Name and _____ Date: _____ Signature of worker: _____ Time: _____

Role of Worker _____

Other information: _____

Appendix 12 – Safeguarding Flow Chart



Appendix 15 - Induction Checklist for Safer Recruitment



Induction Checklist for Safeguarding

Name of Employee.....

Name of School.....

Name of Head Teacher/line manager.....

This checklist should be used for all school based employees and volunteers, including scrutiny board members. Please also refer to the Induction of School Staff policy on Wired.

	Check
1. Employee informed that the senior designated safeguarding lead in school is.....	<input type="checkbox"/>
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent	<input type="checkbox"/>
3. Advised of and discuss the following school policies, covering the agreed procedures and expectations of staff under each one: <ul style="list-style-type: none"> - Employee Code of Conduct (including the mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty) - Whistleblowing and Confidential Reporting Policy - Anti-bullying - Anti-racism - Homophobic and Transphobic - Physical intervention - School IT Policy, Internet safety (including Social Media and Internet Usage Policy)) - Whole schools child protection policy including appendix templates - Allegations of abuse made against teachers and other staff – school/LA policies Included in the School Disciplinary Procedure) - Guidance on Visitors, including VIPs, to schools - Any other relevant policy as determined by the head teacher, scrutiny board or DfE:(add your school list here) - 	<input type="checkbox"/>
4. Advised of and discuss all statutory guidance for schools and the responsibility of staff within them. <ul style="list-style-type: none"> - “Keeping Children Safe in Education” (latest edition) (Senior designated lead officer will ensure all staff read and are provided with a copy of at least part one of latest edition “Keeping Children Safe in Education”) - Working Together to Safeguard Children (latest edition) - Dealing with Allegations of Abuse made against Teachers and other Staff. (Part 4 of the latest edition of KCSiE) - DBS process - Disqualification under the Childcare Act 2009 – explanation of ongoing responsibility to self-report to head teacher where circumstances change, including “by association”. 	<input type="checkbox"/>
5. Advised and discussed the Nottinghamshire and Nottingham City Safeguarding Children Boards’ Safeguarding Children’s Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscb	<input type="checkbox"/>
6. Advised of and discussed the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the standards, 3 rd bullet point)	<input type="checkbox"/>
7. Arranged safeguarding training as detailed in the latest edition of Keeping Children Safe in Education and the NSCB Training programme found at www.nottinghamshire.gov.uk/nscb <ul style="list-style-type: none"> ○ To Include Whole School Safeguarding training for all school staff and for any scrutiny board member responsible for leading on safeguarding ○ Prevent Duty training for all school staff (on-line 20 minutes Channel training) ○ Specific training for Designated Person for Safeguarding 	<input type="checkbox"/>

<p>○ Recruitment and Selection training for staff, as required. (At least one member of any interview panel should have received appropriate training on safer recruitment).</p>	
<p>Head Teacher/line manager signature:Date:</p> <p>Employee signature..... Date:</p>	

Appendix 9 - Prevent Duty and Radicalisation

There are now duties imposed on schools and other agencies in relation to the [DfE guidance The Prevent Duty](#) . The prevent duty is now incorporated into our existing policies.

Further advice in relation to this is within KCSIE in relation to:

- Risk assessment
- Working in partnership
- Staff training
- IT policies
- Building children’s resilience to radicalisation

Where we are concerned about individual children there is a referral pathway.

The Local authority issued guidance to schools in 2015 which we have noted and applied.

The essence of our policy, however, is that we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. Safe use of the internet is monitored in school through the Net Support DNA System.

As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our year specific tutorial programme, SEND policy, assembly programme, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies and our IT policy. Our annual self-assessment and subsequent action plan will highlight our commitment to undertaking our prevent duty.

Appendix 17 Peer on Peer Abuse

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

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

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

- Child Sexual Exploitation (Appendix 16)
- Sexting or youth produced digital image (Appendix 17)
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used by for bullying and other abusive behaviour (Appendix 18)

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

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

Appendix 18 Child Sexual Exploitation (CSE)

The schools adheres to the NSCB procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high profile issue both nationally and locally.

The school recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including those in our school.

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

and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

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

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

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

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

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

Appendix 19 Youth Produced Sexual Imagery (Sexting)

Introduction

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

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at [UKCCIS 2016 Guidance](#). This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult

- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of our schools safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

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

However the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The school is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The school may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to

understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
 - Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
 - Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 31 [UKCCIS Sexting in Schools Guidance 2016](#)
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to children's social care and/or the police should be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the school will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL with the input of the Head teacher and others as appropriate and will be recording.

Examples of cases where there is no need to involve the police are:

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.

In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considering when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?

- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement will always be applied.

The images will not generally be viewed by staff unless there is a clear reason for doing so, reporting of the content is usually sufficient

- We will NOT copy, print or share the image as this is illegal
- If viewing is done, it will be with another member of safeguarding staff or senior leadership

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.

Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police

CSC will be involved where are concerns which meet the threshold or if we know they are already involved with a child.

Case studies:

Case study A: Children and young people aged 13-18 Concern:

- *Two children, both aged 15, were in a relationship for the past month. The boy asked the girl for “sexy” pictures and she sent him a single topless photo. Afterwards the girl was worried that he might share the photo so she shared her concerns with her friends. Her friends then told their form tutor who spoke with the school DSL.*

School response:

- *The DSL spoke with the girl and then the boy. Both pupils confirmed there had not been any sexual activity between them. There were not any wider safeguarding concerns about either pupil. There was no evidence that the image had been shared by the boy and he offered to delete the image from his device.*
- *Both pupils were spoken with by the DSL who advised them on the potential impact of taking and sharing youth produced sexual imagery both criminally and emotionally. The DSL worked with both pupils to help them come up with an agreed plan to inform their parents. The school DSL documented the incident and as well as the actions taken in the children’s safeguarding records.*

Case study B: Children aged under 13 Concern:

- *A class teacher found a naked photo of a child (boy, aged 11) on a school tablet. The child said that he had been using the tablet with two other children during lunchtime and they dared him to take a picture of his bottom.*

School response:

- *The school had no other safeguarding concerns about the children or their families. The school DSL spoke with the local authority education safeguarding team and subsequently accessed the local safeguarding board's guidance regarding underage sexual activity. This tool indicated that the behaviour was likely to be inappropriate but did not meet the threshold for a referral to children's social care.*
- *The school DSL spoke with the children involved and their parents and advised them on the situation and possible consequences including police and social care involvement. The children were sanctioned in school for their behaviour and the parents were fully supportive of the school's approach.*
- *All members of staff were provided with updated online safety training and a reminder of the school online safety and acceptable use policy to ensure that children were not left unsupervised with school tablets. The school documented the incident and the actions taken in the children's safeguarding records.*

Educating Young People

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

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

This issue will be taught as part of a wider PSHE programme and through IT curriculum work to underpin a specific message such as 'sexting'.

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

- communication
- understanding healthy relationships including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours
- accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

Appendix 20 – Online Safety

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

- Online safety now covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to take into account the increasing mobility of access to digital technology through the range of mobile devices.
- Technology often provides a platform to facilitate harm. However, it important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.
- Through our Online Safety Policy, our school will ensure that we meet their statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our school. The policy also forms part of our school's protection from legal challenge, relating to the use of digital technologies.
- There are additional duties under the Counter terrorism and Securities Act 2015 which requires our school to ensure that children are safe from terrorist and extremist material on the internet.
- Our school will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the school's IT systems and technology that can be used online.
- Our school recognises that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

Advice and information for parents

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. Young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-
aparents-guide](#)
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images [Childline Zipit Ap](#)
- There is information on the ChildLine website for young people about sexting:
[Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#)' which help young people to handle incidents of sexting

The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

ChildLine: www.childline.org.uk ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH): <http://www.saferinternet.org.uk/about/helpline> Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the [UKCCIS Sexting in Schools Guidance 2016](#)

Appendix 22 - Female Genital Mutilation

Additional guidance is available on the TETC schools portal and includes information for Honour Based Violence and Forced Marriage.

Guidance Notes for Staff/scrutiny board members

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

A new duty for Teachers to report 'known' cases of Female Genital Mutilation FGM was introduced on the 31st October 2015. **If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report**

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

24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

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

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'.
- A child may confide that she is to have a 'special procedure' or to attend a special occasion.
- A child may request help, directly or indirectly, from a teacher or another adult.
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family.
- A girl is withdrawn from PSHE/SRE without any specific reason being given.

In brief the signs that FGM may have occurred are:

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

Where you know or suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- You have a duty to protect, safeguard and share information.
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent).

- There will be potential enquiries under Section 47.
- Potential police enquiries.
- Possible use of police protection or legal orders such as EPO, prohibitive steps but not necessarily the removal of the child.

Government Equalities Office: Fact sheet [Equalities Office Fact Sheet](#)

Where you know that FGM has taken place: You must report this direct to the police in accordance with the mandatory duty.

Appendix 23 - Children Missing from Education

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

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

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

We have an admission register and an attendance register which supports the school in safeguarding children who may be at risk of missing education. **Staff are responsible for keeping accurate registers on a session by session basis, to support the monitoring of children missing education.**

Staff response to children missing education:

- Complete all registers accurately and at the start of the day / session.
- Report any missing pupils who have previous marks to the relevant member of staff.

The attendance lead will be responsible for monitoring longer periods of absence, following the graduated response for non-attendance and subsequently reporting any pupils missing education to relevant agencies including the Local Authority Child Missing Officer (CMO)

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

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective education team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts

- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded

The actions that will be taken by the school are in the [Guidance For Head Teachers and Business Managers where Children are at Risk of Missing Education](#)

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

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

Children Missing Officer Glen Scruby Missing.CME@nottscc.gcsx.gov.uk / 0115 8041045

Absence

The Bramble Academy has an attendance policy which is adhered to. The policy clearly sets out the procedures for promoting good attendance and punctuality.

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

Children are more vulnerable who:

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

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

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

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

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

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

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

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

Appendix 24 Transportation of Children by Parents

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

1. Where parents/carers transport their own children, or agree with others to co-operate in transporting children to and from venues as a **private arrangement**, the health and safety of young people is the responsibility of the parents/carers concerned.
2. Where parents/carers (or others) offer transport assistance which has been **requested or facilitated** by our school then they are in effect operating as volunteer employees and the responsibility for safety lies with our school.

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

Appendix 25 Photographing and Videoing of Children in School

At our school we have taken a sensible and balanced approach to photographing and videoing children on the school's sites. Taking photographs and video images of children features in our e-safety policy and a copy of this document is available from the school's website and from the school office.

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

Further guidance is provided by the Information Commissioners Office on taking photographs in Schools and the Data Protection Act 1998 [ICO: taking photographs in schools](#)

Appendix 26 Record of Physical Intervention or Restraint

RECORD OF PHYSICAL INTERVENTION OR RESTRAINT	
Date of incident:	Pupil Name:
Time of incident:	D.O.B:
Member(s) of staff involved:	
Adult witnesses to restraint:	Pupil witnesses to restraint:
Outline of event leading to restraint:	
Outline of incident of restraint (including restraint method used and duration):	
Outcome of restraint for all parties:	
Description of any injury(ies) sustained (pupils / staff) and any subsequent treatment:	
Date parent/carer informed of incident:	
Time parent/carer informed of incident:	
Name of staff who informed parent / carer:	
Outline of parent/carer response:	
Signature of staff member completing report:	
Date:	
Signature of Senior Leader:	
Date:	
Brief description of any subsequent inquiry/complaint or action:	

Appendix 29 - Private Fostering Guidance for Schools

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

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

What is a private fostering arrangement?

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

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

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

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

Who may be privately fostered?

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

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

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic

servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Nottinghamshire MASH.

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

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

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

Signs to watch out for

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

What schools can do:

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

If you believe that a private fostering arrangement has not been reported to Nottingham Social Care you should contact them directly:

Nottinghamshire Multi Agency Safeguarding Hub 0300 500 8090
[Mon-Thurs: 08.30am -5pm, Fri: 08.30-14]
Emergency Duty out of hours Team 0300 456 4546

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this Child Protection Policy.

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

Further Guidance & Resources:

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