

ARNBROOK PRIMARY SCHOOL
2020/21

SAFEGUARDING AND CHILD PROTECTION POLICY



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Senior Designated Safeguarding
Lead



Mrs Kirkman & Mrs Stringfellow
Deputy Designated Safeguarding Leads

Mr. Maddams & Mrs Moran



TBC
Safeguarding Governor

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Policy & Aims

Overview

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance [Keeping Children Safe in Education 2020](#) and HM [Working Together to Safeguard Children 2018](#) are incorporated into this policy. The substantive changes from Keeping Children Safe in Education (KCSiE) Staff who regularly come into contact with children must be aware of the DfE guidance 'What to do if you're worried a child is being abused' and this is available on the 'Local Policies' section of our MyConcern website for staff members or via the [weblink here](#). It is important that all staff, governors, volunteers and visitors know what to do if they have a concern about a child.

The NSPCC's 'What you can do to report abuse' dedicated helpline is available as an alternative route for anyone who feels that direct reporting is required to secure action, for those who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school via www.nspcc.or.uk/keeping-children-safe or by calling 0800 028 0285.

Child protection statement

At Ambrook 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, visitors and governors/members of the Believe Academy Trust and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

The policy takes into account the Keeping Children Safe in Education Guidance (September 2020).

Our Safeguarding Principles

Safeguarding for all

As stated in KCSiE (2020) safeguarding and promoting the welfare of all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, is of paramount importance.

Everyone's responsibility

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.

Child First

In order to fulfil our responsibility effectively, all members of the school community should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

It could happen here

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Safeguarding and promoting the welfare of children is defined within KCSIE 2020 & for the purpose of this policy as:

- protecting children from maltreatment
- preventing impairment of children's physical and mental health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Note: the term children includes anyone under the age of 18.

Policy aims

- To enable all staff to identify concerns early, provide help for children, and meet their child protection responsibilities.
- To ensure that everyone who comes into contact with pupils follows good practice by everyone and understands their role in identifying concerns, sharing information and taking prompt action enabling children and families to receive the right help at the right time
- To demonstrate the school's commitment to child protection for all its' pupils, ensuring that approaches are child-centred and that the 'best interests' of the child are considered at all times.

Roles and responsibilities

Key personnel

The senior designated safeguarding lead (DSL) for child protection is:
Peter Fowlie.

The deputy designated leads are:

Emma Stringfellow
Catherine Kirkman
Rob Maddams
Lucy Moran

DSL and/or Deputy DSLs can be contacted in person at Arnbrook Primary School, via telephone: 0115 9190199 or email safeguarding@arnbrookprimary.net

The nominated child protection governor is:
Anne Hurt
Contact details: email: a.hurt2@southwarkprimary.net
Phone number available from school office.

The chair of governors is:
TBC*
Contact details: email
Phone number available from school office.

**Anne Hurt is the Vice Chair & therefore the current acting chair of governors.*

The Headteacher is Peter Fowlie
Contact details: email: head@arnbrookprimary.net tel: 0115 9190199

For emergency contact details of associated agencies and advice line numbers see Appendix 4.

The Senior Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of LSCB procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- Refers cases, in conjunction with Trust Hr, where a person is dismissed
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCP
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.

The deputy designated safeguarding lead(s):

Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, a deputy will assume all of the functions above.

Expectations of staff, visitors and volunteers

Good practice guidelines and staff code of conduct

All staff, governors and volunteers complete a full safeguarding induction before beginning work within school. Visitors are all made aware of the school's procedure and key staff before entering the school building.

Our expectations of good practice include:

- Recognising that safeguarding and promoting the welfare of children is everyone's responsibility.
- all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- encouraging positive, respectful and safe behaviour among pupils
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading, understanding and following the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- understanding and compliance with values, procedures and statutory guidance as laid out in KCSiE 2020.

Governing Body & Headteacher Responsibilities

DfE KCSiE Part Two: The Management of Safeguarding -Safeguarding policies and procedures (pages 18 to 32) makes clear the responsibilities placed on Governing bodies and Headteachers (para 62 to 66), which the school adheres to;

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include: Individual schools and colleges having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum) and be available publicly either via the school or college website or by other means.

The responsibilities of the governing body and MAT include:

- The governing body and proprietors will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:
- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitors the school's compliance with them.

- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2020 Part Four: 'Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers', HM 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, 24 published July 2018 and KCSiE 2020 paragraph 84, the additional clarification about GDPR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2020 Part One, Annex A and Part Five as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as the schools 'critical friend'.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2020 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority. ▯ Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- 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 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 school has the training and resources to manage any concerns or incidents harmful.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.

- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training when interviewing.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

KCSiE updates (2020 paragraphs 62 and 63.)

KCSiE 2020 highlights the importance of the frontline staff in developing the school's child protection policy. As part of the review process, we ensure that our policy is fully compliant with the latest guidance and that those who are working with children have a say in the development of our policy annually and that governors formally review and approve the policy at least annually.

Staff (including governors) should be aware of updates to KCSiE (2020) including:

- The legislation to reflect the mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020.
- Included helpful additional information that will support schools and colleges protect children e.g. mental health, domestic abuse, child criminal and sexual exploitation and county lines.
- Important clarifications which will help schools, colleges and alternative education providers better understand the KCSiE 2020 guidance.

Managing allegations against staff

As a school, we ensure that procedures are in place to deal with allegations of abuse against staff (including supply staff and volunteers) (KCSiE 2020). We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) and following the NSCP Local Inter-agency Procedures.

We recognise that concerns may be apparent before someone makes an allegation - an individual may behave or may have behaved in a way that indicates they may not be suitable to work with children - and we ensure staff know the importance of, and how to, share concerns and/or allegations immediately. We are also mindful of transferrable risk & the need to report historical allegations as well as for those individuals no longer teaching

In the event of any complaint or allegation against a member of staff (including supply staff and volunteers) the Head Teacher (Snr. Designated Safeguarding Lead) or one of the Deputy DSLs if the Head Teacher is not present, will be notified immediately. If it relates to the Head Teacher, the chair of governors will be informed without delay. A record of the concern should also be recorded as soon as possible using MyConcern (if access not available a written record can be made on paper forms available from the school office and staff room safeguarding board).

If the allegation made against a member of staff (including supply staff and volunteers) that meets the criteria for a referral to the LADO, then the Head Teacher or Principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE 2020. If the allegation is against the Head Teacher then the Chair of the Governing Body must be made aware.

If after initial consideration the concerns do not meet the criteria for a referral to the LADO then the school will manage the 'low level' concern in accordance with our staff disciplinary policy and consider the need for any training or further action.

Allegations concerning staff (including supply staff and volunteers) who no longer work at the school, or historical

allegations will be reported to the police. The chair of governors is TBC – *Anne Hurt is the Vice Chair & therefore the current acting chair of governors. The safeguarding governor is Anne Hurt. Their contact details are available from the school office.

For further information, please see our Trust 'Allegations of Abuse Against Staff Policy' (2020). This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

Abuse of Position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

Allegations of inappropriate behaviour and/or abuse of position of trust should be reported using the procedures listed in the section above entitled 'Managing allegations against staff' and will be dealt with in line with NSCP Local Inter-agency Procedures and all cases are managed as per Part Four of KCSiE (2020). For further information, please see our Trust 'Allegations of Abuse Against Staff Policy' (2020). This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

Our 'Safe Touch Policy' (2020) outlines what is deemed appropriate and safe touch and inappropriate behaviours. This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the academy should, in considering the risks, carefully recognise the additional vulnerability of these groups. For further information, please see our school's 'Reasonable Force Policy' 2020. This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

Whistle blowing

All staff must remember that the welfare of the child is paramount. The Trust's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence. This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher.

Staff may also report their concerns directly to children's social care, NSPCC Whistleblowing advice line (0800 0280285) or the police if they believe direct reporting is necessary to secure action.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All our staff are aware of systems within our school and these are explained to them as part of staff induction; new staff, volunteers and governors are provided with online training & face-to-face training which covers the school's child protection policy, the behaviour policy, the staff behaviour policy (code of conduct), safeguarding response to children who are missing from education, reporting and recording arrangements, and details for the Snr. DSL and Deputy DSLs.

Our school/college/academy utilises an induction checklist when staff (including volunteers and governors) are inducted which includes the above, but also other policy and procedural information.

Training and induction is the responsibility of the senior designated safeguarding lead. The senior designated safeguarding lead ensures that there is a training strategy in place for all staff, including the headteacher/senior DSL, so that child protection training is undertaken with refreshed in line with KCSiE 2020 and NSCP guidance

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 training and safeguarding updates when required, but at least annually. All staff will also receive safeguarding and child protection updates throughout the year (through emails, newsletters, briefings, training sessions, display board and INSET training. The school works closely with outside providers to ensure expert advice is provided on issues such as online safety, domestic violence and peer on peer abuse.

All staff complete PREVENT training annually, complete a KCSiE quiz during Autumn 1 to demonstrate their understanding of the latest guidance and complete an annual safeguarding checklist – similar to the induction checklist – to ensure they understand safeguarding policy and procedure.

Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a data base to evidence the training and ensures relevant certificates and qualifications are included within staff files.

The training undertaken should enable the Snr. Designated Safeguarding Lead and deputies to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 8, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2020 Annex A pages 89 to 91).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home. (KCSiE 2020 Paragraph 92 and Annex C).
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

Safer recruitment

Our school complies with the requirements of KCSiE 2020 and the NSCP by carrying out the required checks

and verifying the applicant's identity, qualifications and work history. The Trust's Staff Recruitment policy and procedures set out the process in full. This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (including those involved in before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked and asks all such agencies to provide any staff new to the school with copies of the school's safeguarding policies and associated policies prior to them commencing work within school.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised. Volunteers have safeguarding induction training to ensure they understand the school's safeguarding procedures and have an understanding of the signs and symptoms of abuse and neglect.

Site security

Visitors to the school are asked to sign in and agree to abide by our safeguarding rules. They are given a badge which goes within one of two coloured lanyards which denote levels of supervision required: red (under supervision) or yellow (without supervision). Staff members wear a staff ID badge at all times. Parents who are simply delivering or collecting their children, or attending assemblies or other one off school events (e.g. sports days/graduation ceremonies/etc.) do not need to sign in. The Headteacher or DSL will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.

Supply staff and other visitors all agree to share any concerns related to children to a senior member of staff, when signing into the school upon entry.

Please see our visitor policy for further information. This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members

Alternative Provision

Where the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

In some cases, it is necessary for the school to provide an alternative provision within a different setting. In these cases, advice from the Local Authority and relevant agencies is sought and placement finalised after consultation. Communication between the settings is carried out and documented. Regular visits are carried out via school staff and those from the relevant support team.

During any alternative placement, school continues to be responsible for the safeguarding of that pupil. School continues to ensure that the provider meets the needs of the child and seeks written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the

establishment. The school will continually monitor the welfare of the child within an alternate setting through visits, phone calls and requests for updates (e.g. attendance levels)

Child protection procedures

Recognising abuse and neglect

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. 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' and this is available on the 'Local Policies' section of our MyConcern website for staff members.

Keeping Children Safe in Education (DfE 2020) refers to four categories of abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse, and
- Neglect

These are explained in more detail within Appendix 1 along with indicators of abuse.

KCSIE 2020 Annex A contains important additional information about specific forms of abuse and safeguarding issues. More information on these specific issues is taken from KCSiE 2020 Annex A and included within Appendix 7 of this policy. This includes:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

In adherence with statutory guidance, all staff and volunteers must follow read Part One of Keeping Children Safe in Education 2020. All our staff must also read Part Five and Annex A.

All staff must act on any concerns immediately and report any concerns they have about a child's welfare, to the Snr. or deputy DSL. Safeguarding is everyone's responsibility.

Taking action

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. If staff have any concerns about a child’s welfare, they should act on them without delay. Our staff recognise the difference between a concern about a child and an urgent concern where immediate action/action before the end of the school day is required to prevent a child from suffering harm.

If you have a concern about a child’s welfare, log this on MyConcern (Appendix 5). If concern is urgent, inform Snr. DSL/Deputy DSL immediately and record on MyConcern.

If you can’t access MyConcern, write a written record on paper forms available from the school office and staff room safeguarding board (Appendix 6) and give to DSL/Deputy DSL immediately. If no forms are available, record your concern on paper with your name, signature and date.

Important reminders for those reporting a concern:

- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- All records must provide a factual and evidence based account and accurately record actions taken
- 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.
- An electronic body map is available on MyConcern when reporting a concern. Details on how to use body maps and recording advice are available in Appendix 8.

If the pupil does reveal that they are being harmed, staff should follow the advice in the section ‘If a pupil discloses to you’. Following an initial conversation with the pupil, if the member of staff has concerns, they should report their concerns using the school procedure.

Following a concern being raised, the Snr. DSL/Deputy DSL will take one of three actions: monitor concern, discuss concern or refer concern. This decision making process is explained in full in our safeguarding procedure flowchart in Appendix 6 which is also displayed prominently around the school, on our website and in the Local Policies section of the MyConcern website for staff.

All decisions will be made in accordance with either Nottinghamshire or Nottingham City’s Pathway to Provision document, depending on where the pupil resides and consider whether a referral to early help services, social care of the police is required.

If a pupil discloses to you

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member must let the pupil know that in order to help them they must pass the information on to the DSL. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother thinks about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about

this when it started' may be interpreted by the child to mean that they have done something wrong

- tell the pupil what will happen next
- report concerns to the DSL
- complete the referral form via My Concern as soon as possible
- seek support if they feel distressed.

Referral to children's social care

If required, information will be shared with children's social care without delay, either to the child's own social worker, to the MASH (Nottinghamshire) or Children & Families Direct (Nottingham City). Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response. The Police would only therefore be contacted direct in an emergency.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. The school will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively and in some instances, the DSL may ask you to make contact with the parent in the event of a concern, suspicion or disclosure. If a referral has been made to Social Care however, then the DSL will always attempt to contact the parent, if it is deemed appropriate to do so.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Reporting directly to child protection agencies and other outside agencies

Any member of staff may make a direct referral to children's social care, NSPCC and or the police if they genuinely believe independent action is necessary to protect a child (see appendix 3 for contact details of relevant agencies).

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy or a senior leader is not available to do so.
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child

Some incidents must be reported to the police; suspected cases of FGM for example. In other cases, this decision would be made by the designated safeguarding lead or deputy safeguarding lead after a discussion with children's social care and alongside a corresponding referral. Reference to the document 'When to call the police' will be made to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Identifying Children who may benefit from Early Help

In line with the above, the school may decide that the children involved do not require statutory interventions, but may benefit from early help. Again, this decision is made after evaluating the concern against Nottinghamshire's/ Nottingham City's Pathway to Provision.

KCSIE 2020 defines early help as 'providing support as soon as a problem emerges, at any point in a child's life'. Staff should be aware that any child may benefit from early help but KCSIE 2020 highlights that all school staff should be particularly alert to the potential need for early help for a child who:

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is disabled and has specific additional needs

- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Nottinghamshire/Nottingham City procedures will be followed to refer to the concern to the appropriate early help service. Staff may be required to support other agencies and professionals in an early help assessment. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

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

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 and for social care assessments and reviews (Appendix 2).

Our pastoral team - made up of SENDCO, Attendance Support Officer & Senior & Deputy Designated Safeguarding Leads - meet on a weekly basis to discuss pupils for whom there are safeguarding concerns, to ensure that appropriate intervention is implemented swiftly and effectively. Information is shared on a weekly basis with other relevant staff.

Contextual Safeguarding/Extra-Familial Harm

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding or extra-familial harm, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Children's social care assessments should consider such factors so it is important that schools and teachers provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Children with SEND & Disabilities & those who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increased risk. When considering if a child is at risk, SEN needs and disabilities must be considered but staff must not also assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

The list provided in Appendix 5, gives examples of additionally vulnerable groups that we as a school will give special consideration too. However this is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

As a school we have extra pastoral support for children with SEND and Disability in the form of 1:1 support from trained staff, support from the school's learning mentor (Circle of Friends Groups, Self Esteem work etc.), external support from Think Children Counselling Service and other bespoke forms of support.

Looked after children & previously looked after children

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 for Arnbrook is Rob Maddams (SENDCO), who is provided with regular, appropriate training for the role.

The designated teacher has responsibility for promoting the educational achievement of children who are looked after and works with the Virtual School to ensure that the progress of the child is supported.

The designated teacher and designated safeguarding lead will both have contact details of the child's social worker and the Head of the relevant Virtual School in the authority that looks after the child.

The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.

We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

We recognise those children and young people who cease to be Looked After and become 'care leavers', should remain supported and our Designated Teacher and school staff will work with the Personal Advisor appointed for them, where one is appointed, to help develop a pathway plan with them and the young person.

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe.

Appropriate staff have information about a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

When working with looked after children and previously looked after children, we recognise the importance that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

PREVENT Duty

There are specific duties and responsibilities on schools and there is a need to be an active partner in both identifying those children who may be drawn into violent extremism as well as responding with colleagues to intervene. School staff are trained to be able to identify the signs that an individual may be vulnerable to radicalisation and know how to refer concerns on. This would either be directly to the Police via their Prevent Team or the MASH where there was an immediate concern about the safety of a child/ young person. The senior DSL has had face-to-face WRAP training. All teaching staff complete PREVENT and Channel training online every year.

The Senior DSL acts as a point of contact for all other staff members and volunteers in the school/college. Arnbrook Primary school also ensures that electronic filters are set to pick up any sites/activity which might expose children

and young people to extremist ideology (KCSiE, Part One, para 21).

Children missing education

'All staff must be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.' (KCSiE 2020).

Attendance, absence and exclusions are closely monitored. The DSL, in conjunction with the attendance team, will monitor unauthorised absence and take appropriate, early intervention to identify any underlying safeguarding issues and help improve the child's attendance, including liaising with the child's social worker (if they have one), meeting with parents/carers to identify issues affecting attendance and finding solutions & notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Staff are all made aware of their school's attendance policy and procedures related to unauthorised absence and children missing from education. Our 'Attendance & Punctuality Policy (2020)' is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

During Days 1-5 of any pupil absence which is not accounted for (no contact between home-school/no reason provided for absence), the following procedure is followed. Parents/carers are called by 10:00am each day (all contacts provided). If there is no answer, a text is sent to the first contact number asking for a call back to school. If there is no response to this, a contact letter is sent to the home address, and an email sent to the child's class teacher, assistant head, and headteacher (Senior DSL) from the attendance support worker. On the fifth day of any unexplained absence, a home visit will be carried out by senior leaders to establish if the child is safe and well.

The school uses contextual safeguarding information to assess the risk level around any unexplained absence and reserves the right to carry out safe and well checks and home visits as and when appropriate at any point within the first 5 days of absence, to locate and establish whereabouts of the child, and assess their safety and well-being. 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.

Where a pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of more than 5 school days, the school follows the Nottinghamshire County Council's Attendance Flow chart, which includes involvement of Early Help services.

If a child has been identified as missing and cannot be located within school, the Designated Safeguarding Lead will be informed.

At all times, school staff will liaise with the relevant colleagues in safeguarding/education within Nottinghamshire County Council/Nottingham City Council for pupils who are to be removed from the admission register and include circumstances 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

Where reasonably possible, all schools and college must hold more than one emergency contact number for each pupil or student – our school policy is to hold contact details for a minimum of two emergency contacts - this will enable us to make contact with a 'responsible adult' should a child be missing from education or a welfare or safeguarding issue or concern is identified. (KCSIE 2019 para 57)

The CMO (Children Missing Officer) for children within Nottinghamshire County is Glen Scruby.
Glen.scruby@nottscc.gcsx.gov.uk
01623 433169

The Senior Practitioner Missing Children (Children Missing Officer) for children within Nottingham City is Andrew High.
andrew.high@nottinghamcity.gcsx.gov.uk
0115 876 4842

Peer on Peer/Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond.

Children are vulnerable and children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer/child on child abuse will not be tolerated or passed off as part of "banter" or "growing up".

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

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

In cases where peer on peer abuse is identified we will follow the procedures laid out in our peer on peer abuse policy, taking a contextual approach to support all children and young people who have been affected by the situation.

Some of these behaviours will be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy, although if any doubt over the correct response, staff, volunteers and visitors should not hesitate to report concerns following normal safeguarding procedures.

Our peer on peer abuse policy includes the following information:

- Procedures to minimise the risk of peer on peer abuse.
- How allegations are recorded, and dealt with.
- Clear processes as to how victims, perpetrators and any other children affected will be supported

Our peer on peer abuse policy covers all aspects of peer on peer abuse but concentrates on peer on peer abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-

peer (child on child) abuse as set out in KCSIE (September 2020) and should be read in conjunction with the Local Safeguarding Children Partnership's (LSCP) Safeguarding Policy and Procedures, and any relevant Practice Guidance. The school has also written this policy taking into account the 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' guidance 2018. It can be found on our website or for staff members, in the local policies section of MyConcern.

Serious Violence

We recognise the indicators & risks of serious violence and ensure we have measures in place to manage these indicators. We also recognize the links between serious violence and peer-on-peer abuse, gang association, Child Criminal Exploitation (CCE) and County Lines. The following indicators may indicate a child is involved with serious violent crime:

- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing;
- signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

If staff have any concerns that a child may be a victim, or potential victim, of serious violence, or that they have been approached by or are involved with individuals associated with criminal networks or gangs, they should act on them without delay by following our safeguarding procedures:

If you have a concern about a child's welfare, log this on MyConcern. If you can't or your concern is urgent, inform DSL and/or Deputy DSL immediately and write a written record on paper forms available from the school office and staff room safeguarding board.

Online safety

Our online safety policy cover all aspects of online safety and is compliant with the statutory guidance on online safety & peer-on-peer abuse as set out in KCSIE 2020, as well as taking into account the DfE guidance 'Teaching Online Safety in Schools' (June 2019). This policy is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

As outlined by KCSIE (DfE 2020), technology has become a significant component of and platform for many safeguarding issues, such as child sexual exploitation; radicalization and sexual predation. Our approach protects and educates pupils in the use of technology when online and when they are using technology at home and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The three areas of risk, identified by KCSIE (DfE 2020), are:

- 'content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.'

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the school's governing bodies and school leaders ensure appropriate filters and appropriate monitoring systems are in place, using the UK Safer Internet Centre guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

Whilst it is essential that governing bodies ensure that appropriate filters and monitoring systems are in place, they are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. The Headteacher/ DSL must be notified if the filter has stopped access to a website which would be deemed as potentially harmful/ inappropriate. It is the DSL/Headteacher’s role to provide the ICT Company with a list of topics which would cause such alarm and which they would need notifying on should these be accessed by a pupil/ staff member.

The school engages in a cycle of continual review around online safety due to the rapid changes in technology, using the free online safety 360 self-review tool on the ‘360 Safe’ website to support this process, alongside an annual governor safeguarding audit.

If a staff member becomes concerned about a pupils online activity then they should report their concerns following safeguarding reporting procedures (in conjunction with our online safety and peer on peer abuse policies) or follow the safeguarding and whistleblowing procedures for concerns relating to staff online activity. We are mindful that children who have limited or no support or supervision when online and or using social media sites outside of their understanding or age limits may constitute as an indicator and/or form of neglect.

Learning about online safety is a key part of the school’s curriculum; there are clear online safety rules which are discussed with pupils across the curriculum and reflected in the school environment; each term has a different online safety focus with lessons and assemblies linked to this theme.

School emphasises the importance of a safe online environment to parents and cares and encourages them to discuss staying safe online with their children, to agree clear rules and boundaries, set age-appropriate parental controls on devices and use internet filters to block malicious websites. This is done regularly via the school website, leaflets sent home and regular communication on ClassDojo and via our social media. This message is also promoted through events in school linked to online safety.

No child in school should have access to a mobile phone during the school day; Y6 children are permitted to bring a phone to school and store this, turned off, in their school bag throughout the school day. Staff and visitors are not to use any mobile phones in areas where or when children are present.

Our online safety policy also clarifies our safeguarding procedures and how we help keep children safe who may be in receipt of remote education (home learning) due to COVID-19 related partial or full school closure. Staff are aware that online education should follow the same principles set out in our school’s staff code of conduct.

Parents/carers of pupils learning at home during any school closure will be provided with information about how to keep their children safe online, with key messages and websites provided. Pupils will also be provided with key information about staying safe online.

Parents & carers, as well as pupils are reminded regularly that if they have any concerns about online safety, they can speak to any member of staff who will provide advice and refer any concerns following our safeguarding procedures.

Governors ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 93), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. Online safety training is provided at least annually by external providers and safeguarding leads, with regular updates on topical issues throughout the school year.

Child mental health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We are aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health

problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Behaviours which may indicate a problem, as explained in the mental health in schools guidance (DfE 2019) include:

- 'Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).'

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

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

The designated safeguarding lead, or deputy, will consider what action needs to be taken. This may include: sessions with our in school full-time learning mentor and trained ELSA or teaching assistant led wellbeing interventions; being assigned a sports mentor; one-to-one counselling from our trained counsellor from Think Children; support for parents/carers from our learning mentor; referral to outside agencies including those providing early help; further discussion with child and parents/carers to identify any underlying safeguarding issues and effective action taken.

Our SENDCO will also be involved to ensure that any relevant knowledge and/or strategies are shared and appropriate referrals made to outside agencies.

If staff have a mental health concern about a child and feel that appropriate action has not been taken by school leaders, then the procedures in our safeguarding policy and whistleblowing policy should be followed.

Our whole school approach to PHSE and SRE, which involves the whole school community and includes mental health and wellbeing, are explained in more detail below.

Teaching Safeguarding

Our school teaches pupils about safeguarding – how to keep themselves safe in the real world and online. We aim to raise awareness of and prevent all forms of peer-on-peer abuse, online safety issues and reduce the risk of pupils suffering any sort of mental health problem or harm/abuse now and in the future by:

- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships; through a planned programme of RSE (relationships and sex education), Health Education and PHSE (including mental health and wellbeing (see RSE Policy 2020 for further information);
- Creating a culture in which our pupils and parents/carers feel able to share their concerns openly, in a non-judgmental environment, and have them listened to;
- Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum and ensuring pupils know what to do if they witness or experience such abuse;
- Ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.
- Ensuring pupils understand how to stay safe online and what to do if they have any worries or concerns (see our Online Safety Policy 2020 for more details).
- Ensure parents/carers are provided with regular, accurate and clear information about how to help protect their children from harm (including e-safety & peer-on-peer abuse) and what pupils are being taught.

Working with pupils and families

We work closely with parents and carers and the wider school community to address any safeguarding concerns and aim to provide early intervention, clear signposting and effective partnership working (including referrals to social care where necessary) to improve children's lives and prevent harm and/or abuse.

We recognise that many of our families live in poverty. Therefore, we provide:

- Free weekly food hampers for families in need through a partnership with the charity Fair Share.
- Vouchers for our local foodbank as a partner agency.
- All pupils with a free, healthy breakfast through our partnership with the Magic Breakfast charity.
- Clothing and baby supplies through our partnership with clothing charity, Sharewear.

We signpost this support through our school website, on our social media and on newsletters. We also encourage parents/carers and the wider school community to talk to us if they have any safeguarding concerns and promote this with safeguarding posters around our school environment and site. A safeguarding booklet is provided for all parents/carers when their children begin school.

Pupils are regularly reminded of who they can talk to in school if they have any concerns and trusted adults they can speak to during assemblies, PHSE lessons and posters displayed in every classroom and around school.

Our senior and deputy safeguarding leads are highly visible at the beginning and end of the school day, and photos of key pastoral staff are displayed on safeguarding posters around the site.

Children are informed regularly about how they can contact Childline to talk about anything that's worrying them & posters are displayed around school: 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

Parents are provided with details for the NSPCC helpline to discuss any concerns they have about their child: 0800 028 028 0295, or help@nspcc.org.uk

Parents/carers can attend coffee mornings in school, led by our trained ELSA, to access support on a range of issues including child mental health and behaviour. More individualised support is also available.

Confidentiality and sharing information

Confidentiality & information sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, KCSIE 2020 emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

The General Data Protection Regulation (2018) governs the means by which organisations comply with its requirements. The school acts as a data controller under this regulation but may on occasions where concerns are raised share information with the third parties (data processors), such as social care. Under Article 23 derogations are outlined where exemptions from the GDPR transparency obligations and individual rights, but only where the restriction respects the essence of the individual's fundamental rights and freedoms. This allows necessary and proportionate measures to safeguard:

- national security
- defence
- public security
- the prevention, investigation, detection or prosecution of criminal offenses
- other important public interests, in particular, economical or financial interests, including budgetary and taxation matters, public health and security
- the protection of judicial independence and proceedings
- breaches of ethics in regulated professions
- monitoring, inspection or regulatory functions connected to the exercise of official authority regarding security, defence, other important interests or crime/ethics prevention
- the protection of the individual or the rights and freedoms of others; or
- the enforcement of civil law matters.

Other derogations or exemptions contained in Chapter 9 include processing that relates to:

- freedom of expression and freedom of information
- public access to official documents
- national identification numbers
- processing of employee data
- processing for archiving purposes and for scientific or historical research and statistical purposes
- secrecy obligations
- churches and religious associations

Appropriate security measures are in place to protect personal data held. This is the integrity and confidentiality principle of GDPR, also known as security principle. When information is to be shared this will only be undertaken after:

- We have reviewed the purposes of our processing activities and selected the most appropriate lawful basis for each activity
- We have checked that the processing is necessary for the relevant purpose, and are satisfied that there is no other reasonable way to achieve that purpose
- We have documented our decision on which lawful basis applies to help demonstrate compliance
- We have included information about both the purposes of the processing and the lawful basis for the processing in our privacy notice
- Where we process special category data, we have also identified a condition for processing special category data, and have documented this
- Where we process criminal offense data we have also identified a condition for processing this data and have documented this.

File Management & Transfer Procedures

At Arnbrook Primary School we use an electronic management and recording system for safeguarding called 'MyConcern'. Information sharing decisions will be recorded, whether or not the decision is taken to share. Child protection information will be stored separately via 'My Concern' which meets the requirements of GDPR. Information will be kept separate from the pupil's school file and the file will be 'tagged' to indicate that separate information is held. The Trust's Fair Processing Policy details the means by which data pertaining to individuals is processed and stored.

When a paper copy of a safeguarding file is received for any new pupil, this is passed onto the DSL, who then scans all documents into the secure 'Safeguarding Scans' folder and then uploads onto the child's My Concern File system. Paper copy of the file will be shredded. Files which are particularly large, or contain items which cannot be scanned, will be kept in paper form in a secure filing cabinet. Files can be received electronically from schools with existing records on My Concern. All receipts are sent to the outgoing school. A log of any conversation with the DSL of the previous school is kept on My Concern.

When a child leaves the school (either in year or end of school year) a copy of the safeguarding file is printed and sent to the new school via recorded delivery, alongside a delivery receipt. A copy of the completed receipt is then kept in the child's school file when received. A record of any handover conversation is also kept. Files can be sent electronically to schools with My Concern. In some cases, files are hand delivered. In these cases, they are packaged securely and kept within a tamper proof bag.

Appendix One

Identifying Concerns

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

Staff 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'.

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. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

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:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

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

Some of the Possible Indicators Could Include:

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

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

Some of the Possible Indicators Could Include:

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

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

Some of the Possible Indicators Could Include:

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

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

Some of the Possible Indicators Could Include:

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

Appendix Two

Teacher's Report

<u>Arnbrook Primary School - Pupil Report</u>		
Name of child:	DOB:	Date:
Attainment and progress <ul style="list-style-type: none"> • What is the child's attainment compared to ARE (Age Related Expectation) in core subjects? • What strengths and areas for development has the child got? • What, if any, are their barriers to learning? • What additional support or intervention are they receiving? Are there any SEND issues? 		
Conduct and behaviour <ul style="list-style-type: none"> • Does the child focus and concentrate well? • Does the child exhibit any challenging behaviours or low level disruption? If yes, how frequent and severe is this? What are the triggers for this? • What additional support or intervention are they receiving to support them? Are there any SEND issues? 		
Mental Health & Relationships <ul style="list-style-type: none"> • How is the child's emotional wellbeing? Do they appear happy and confident in school? • Does the child show any signs of mental health problems? • What additional support or intervention are they receiving in this area? Are there any SEND issues? • Does the child have appropriate, positive healthy relationships with staff and peers? Do they have any issues with relationships and friendships with others? 		
Appearance <ul style="list-style-type: none"> • Do they wear school uniform? Is it clean and well-kept? • Is the child well-presented – clean, hair brushed, nails trimmed? • Do they wear appropriate clothing for the weather and have necessary school equipment? • Are any obvious physical injuries treated appropriately? 		
Parental engagement <ul style="list-style-type: none"> • Are parents engaged in their child's education? Do they attend parents evening appointments and engage in dialogue about their child's learning? • Does the child complete homework or read at home? Are reading books changed regularly and returned? • Do parents provide relevant information about their child's behaviour and learning at home or information about significant events? Do they contact school regarding their child's attendance? 		

Attendance

- What is the child's current attendance and punctuality?
- Are there any current or historic concerns about attendance? If so, what issues affect attendance?
- What intervention has been put in place to improve attendance?

Additional information

- Please include any additional relevant information below

Name of staff member and role:

Signature:

Date:

Appendix Three

Emergency Contact Details

Service	Contact Details
Nottinghamshire Multi Agency Safeguarding Hub (MASH) team.	0300 500 8090 *This is the number to refer a concern to social care for children who live in Nottinghamshire. For non-urgent safeguarding enquiries, the online referral form should be completed here: https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash/report-a-new-concern-about-a-child
Nottingham City Children's Social Care – Children & Families Direct	0115 87 64800. *This is the number to refer a concern to social care for children who live in Nottingham City.
Nottinghamshire Early Help Assessment Team	01623 433500
Nottinghamshire Customer Services	0300 500 80 80 *If you are trying to contact a named social worker but don't have a number/team
Nottinghamshire - Gedling Duty Social Care	0115 854 6090
Nottinghamshire – Assessment Team South Duty Line	0115 8546448
Nottinghamshire Safeguarding Children In Education Officer	Cheryl Stollery 0115 8041047
Virtual Schools Co-Ordinator	Sue Denholm 0115 8040629
Nottinghamshire Education Adviser, Multi Agency Safeguarding Hub	Moiria Cordon 0115 80 42525
Nottingham City Social Care – Open Cases	0115 8765600
Nottingham City Social Care Advice Line	07711189544
Nottinghamshire Local Authority Designated Officer	Eva Callaghan or person providing cover 0115 8041272.
Gedling Healthy Family Team (0-19) Rachel Channer - School Specialist Public Health Practitioner.	Professionals – 0115 8834663 or 0115 8834661. not-tr.gedlinghftclusters@nhs.net r.channer@nhs.net 07342077954.
Nottingham City: Community Public Health Nursing Service (5-19)	0300 131 0300, option 5 www.accesstoservices.citycare.org.uk
Female Genital Mutilation National Helpline	08080283550
Prevent Team	101 EXT: 800 2962/2963 Prevent@nottinghamshire.pnn.police.co.uk National Helpline 02073407264 counter.extremism@education.gsi.gov.uk
Forced Marriage Unit	020 7008 0151 or email fmfu@fco.gov.uk .
Modern Slavery Helpline	0800 0121 700

	https://www.modernslaveryhelpline.org/report
NSPCC Website	https://www.nspcc.org.uk/
NSPCC Whistleblowing helpline (NSPCC's what you can do to report abuse dedicated helpline)	0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday & email: help@nspcc.org.uk .14
UK Safer Internet Centre	08443814772 Helpline@saferinternet.org.uk

Appendix Four

Children who may be particularly vulnerable (KCSiE 2020)

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.
- at risk of so-called honour based violence
- missing from education
- have family members in prison
- at risk of child criminal exploitation and/or county lines
- affected by homelessness
- affected by the court system
- affected by domestic abuse

Appendix Five

Reporting a Safeguarding Concern – Guidance

All safeguarding incidents should be reported online using the MyConcern website. MyConcern enables you to report any safeguarding concern and provides access to relevant guidance and local policies.

The Designated Safeguarding Lead for our school is Peter Fowlie (Headteacher). Deputy DSLs are Cat Kirkman, Emma Stringfellow, Rob Maddams & Lucy Moran.

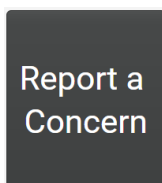
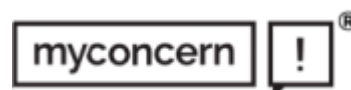
If, at any point, there is a risk of immediate serious harm to a student, you must inform the DSL IMMEDIATELY.

To report a concern:

Inform the DSL or one of our Deputy DSLs (Peter Fowlie/Cat Kirkman/Emma Stringfellow) IMMEDIATELY if the risk is deemed to be immediate or urgent.

Go to: <http://myconcern.education/>

Login with the username: [enter username @Arbrookprimary.net](#)
password: enter password



Click on

Complete all fields in as much detail as possible. Guidance will appear on the right in an orange popup box.

When completing the section “Details of Concern”:

- **You MUST include your full name and company in this section as you have used a generic login.**
- Complete this section with as much detail as possible giving dates and times and the child’s actual words if relevant.
- Children’s words should be in inverted commas and written in ALL CAPITALS.

Remember, that if there is a risk of immediate serious harm the DSL should be personally informed IMMEDIATELY. Do not delay informing the DSL simply to record the concern; this can be done retrospectively.

Report a Concern

Name(s) of Pupil(s)	Please name the pupil(s) subject of this concern and any other pupil(s) you want linked to it
	No pupils selected
Concern Summary	e.g. Andrew came into school this morning with a bruise on his arm.
Concern Date/Time	
Details of Concern	There is no need to repeat the Concern Summary.
Is this urgent?	<input type="checkbox"/> If YES, please check this box.
Action taken	
Attachments	<input type="button" value="Browse..."/>

Appendix Six

Safeguarding Concern Form

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

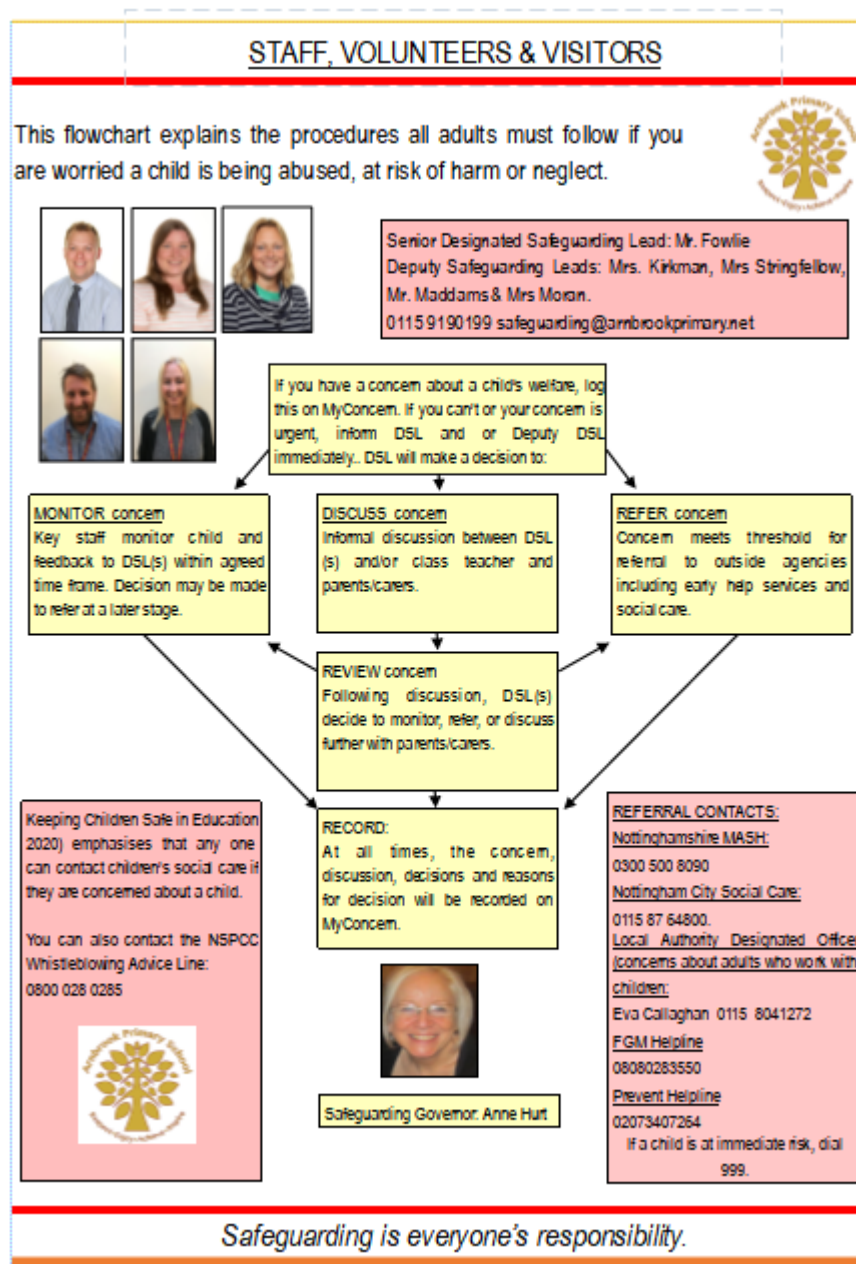
Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name: <div style="display: flex; justify-content: space-between;"> <div> Print Job Title: </div> <div> Signature </div> </div>		
Note the reason(s) for recording the incident. 		
Record the following factually: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

Check to make sure your report is clear to someone else reading it.
Please give this form to the Senior Designated Safeguarding Lead (Mr. Fowlie) or a Deputy Designated Safeguarding Lead (, Mrs. Kirkman, Mrs. Stringfellow.)

Part 2 (for use by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead)

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

Appendix Seven



Appendix Eight

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record

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

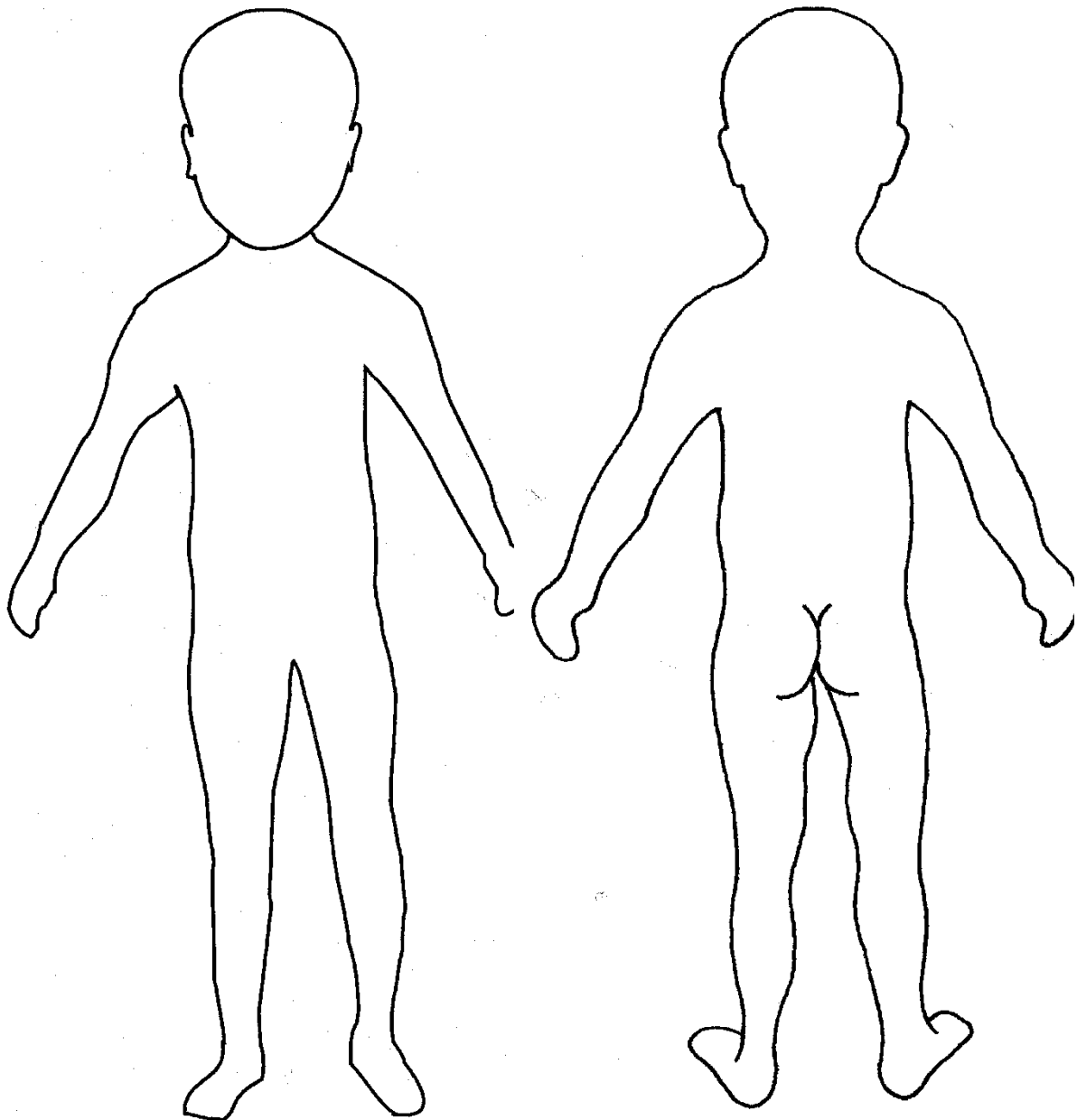
BODYMAP

(This must be completed at time of observation)

Names for Child: _____ Date of Birth: _____

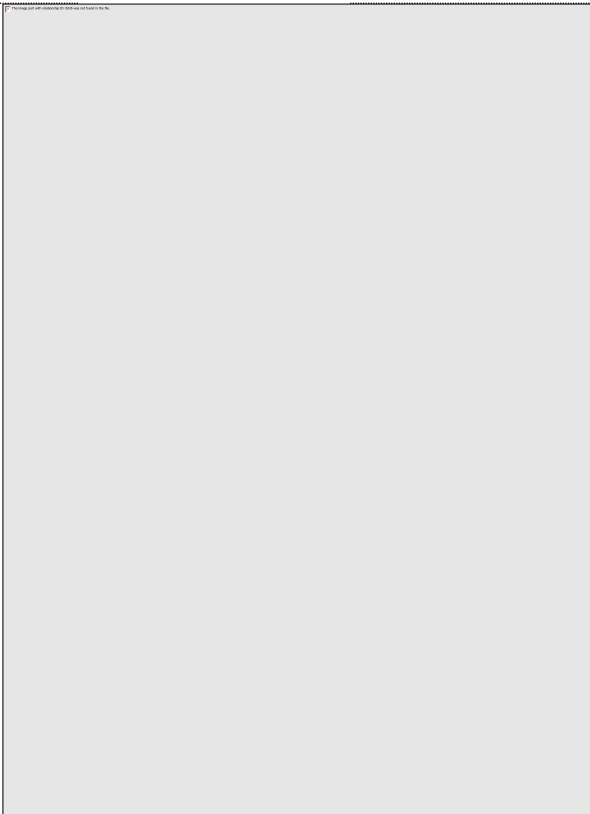
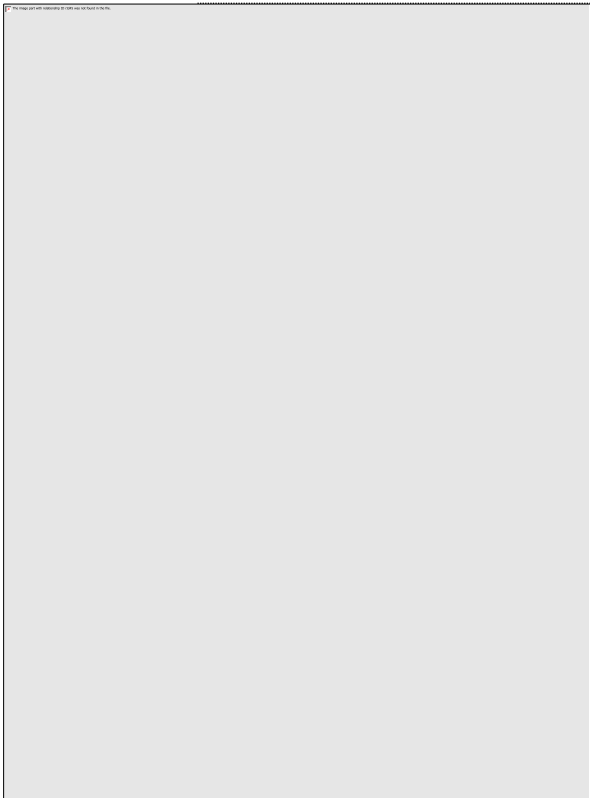
Name of Worker: _____ Agency: _____

Date and time of observation: _____



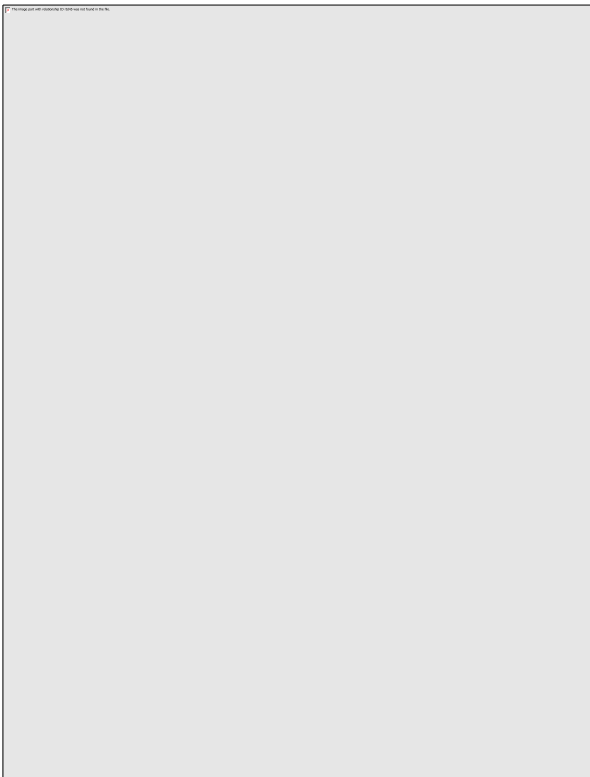
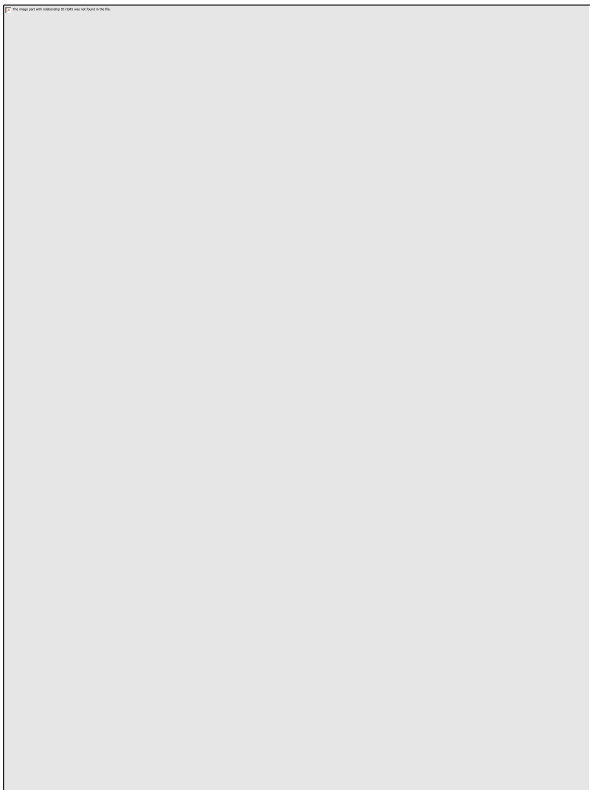
Name of
Child:

Date of observation:



FRONT

BACK



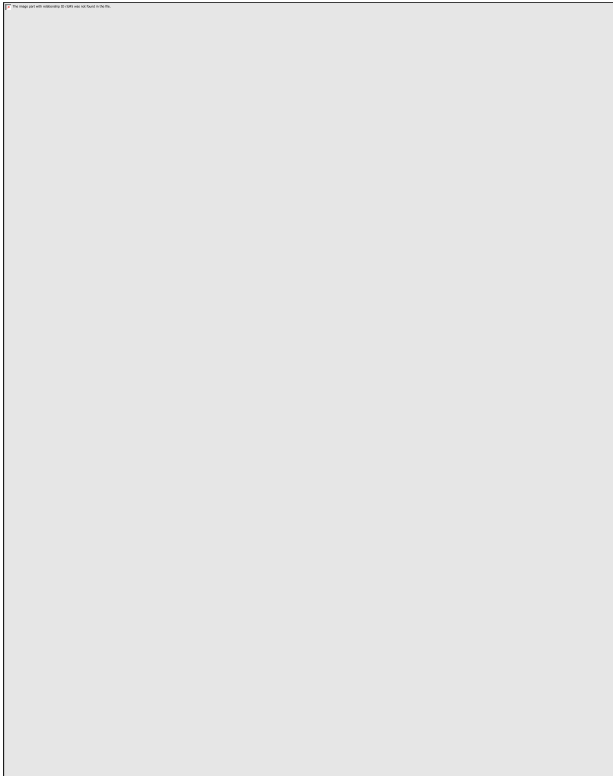
RIGHT

LEFT

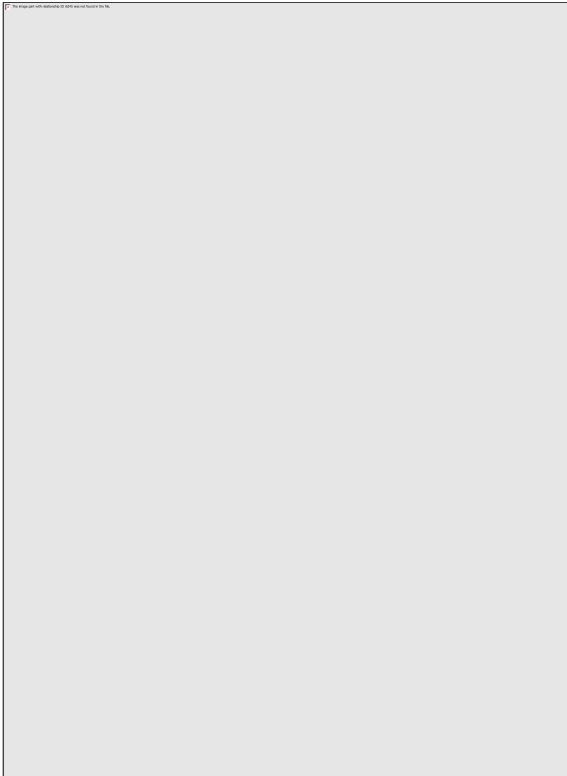
Name of Child:

Date of
observation:

.....

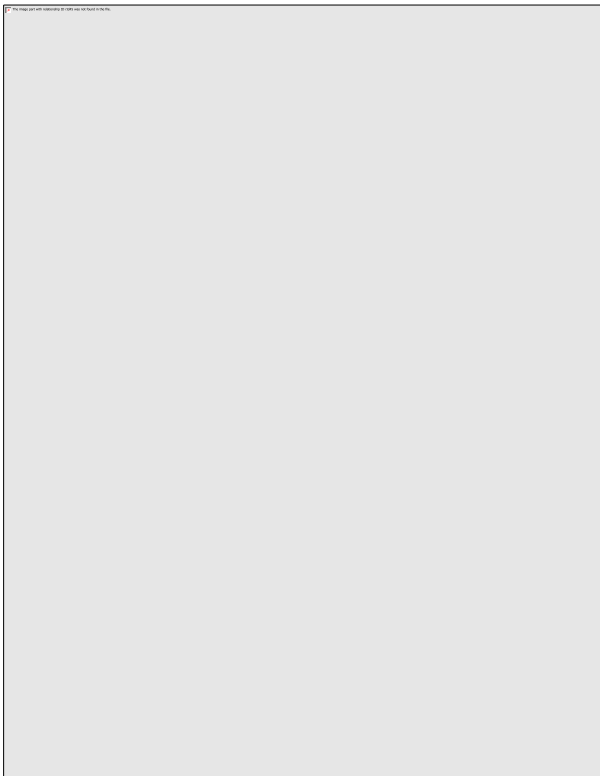


R

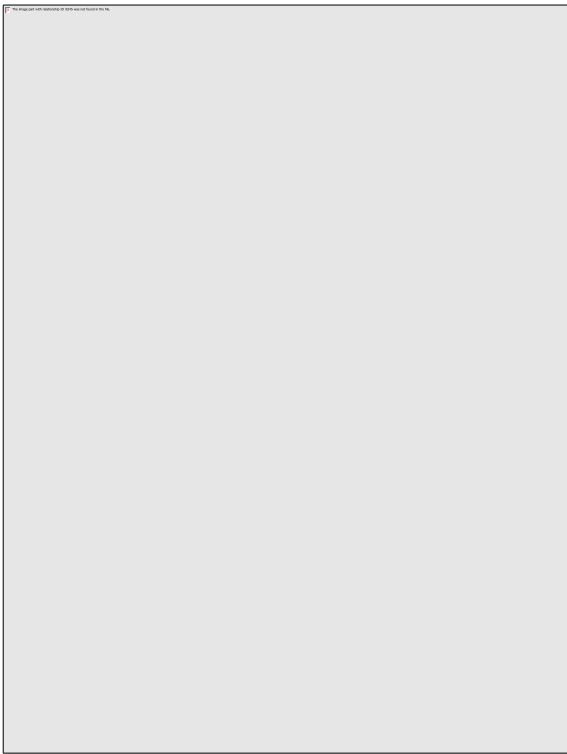


L

BACK



R

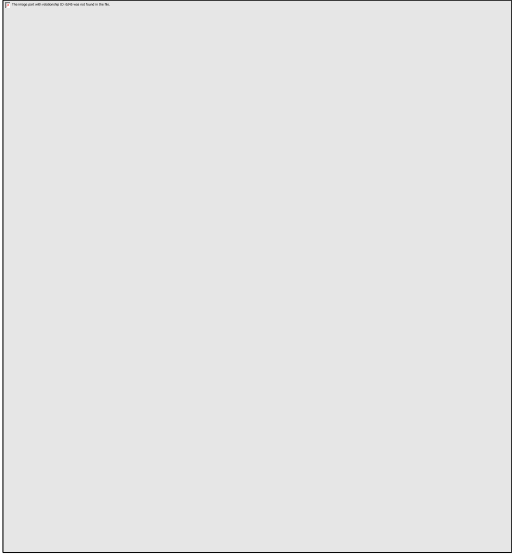
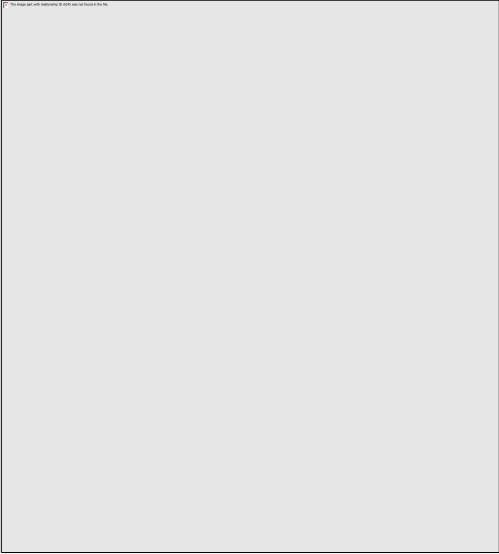






L

PALM

Name of Child:

Date of observation:

					
R	TOP	L	R	BOTTOM	L
					
R	INNER		L		
					
R	OUTER		L		

Printed Name and Signature of worker:	Date:
_____	_____
Time:	_____
Role of Worker	_____
Other information:	_____

Appendix 9

KCSIE 2020 Annex A: Further safeguarding information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support [children 5-11-year olds](#) and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an [online child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;

- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse.](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

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

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".¹¹⁰ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance](#): for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

Additional support

The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning offers an introduction to the Prevent duty](#).
- [Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention](#).
- [Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel](#).

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal)

and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹¹¹ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹¹⁴ It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting¹¹⁵

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

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).