



Larkfields Junior School

Policy for Child Protection, Safeguarding and Promoting the Welfare of Children

Larkfields Junior recognises its statutory responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Pupils, Personnel and Curriculum (PPC) Committee of the Governing Body on an annual basis.

Role	Name	Contact Details
Designated Governor for Child Protection	Mrs Rosalind Bowley	0115 9194343
Designated Senior Person for Child Protection	Mrs Jessica Scott	0115 9194343
Designated Deputy Person for Child Protection	Mrs Lisa Burger Mr Ben Betts-Pending	0115 9194343 0115 8041272.
LA Child Protection Contact/LADO	Helen Atherton (non-education) or Eva Callaghan (education), LADO Allegations Officers	
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90

Larkfields Junior School Commitment

Our policy applies to all staff, governors 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 Board.

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

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2015 and HM Working Together to Safeguard Children 2015 are incorporated into this policy.

SAFEGUARDING

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

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

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Pupils' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Racist homophobic or transphobic abuse.
- Extremist behaviour ie radicalisation.
- Child sexual exploitation.
- Sexting.
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Particular issues affecting children including domestic violence, female genital mutilations, honour based violence and forced marriage.

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within our

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

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

Where staff or others need to raise concerns, these can be to the Headteacher and/or other Designated Person for safeguarding who will coordinate a response. Concerns can be raised directly with Children's Social Care but we would advocate contact with the Headteacher/Designated Person first but without building in too much delay.

The designated safeguarding lead or Headteacher who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

The Policy

Introduction

There are five main elements to our policy:

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

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the PSHE or SRE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
 - availability of local and online advice

- recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
 - developing healthy relationships and awareness of domestic violence, bullying and abuse
 - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised.
 - Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
 - Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
 - Promote pupil health and safety.
 - Promote safe practice and challenge unsafe practice.
 - Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2015 Page 63), and the NSCB Local Inter-agency Procedures
 - Provide first aid and meet the health needs of children with medical conditions.
 - Ensure school site security.
 - Address drugs and substance misuse issues.
 - Support and plan for young people in custody and their resettlement back into the community.
 - Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
 - Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2015 to:

- Ensure we have a designated senior and deputy person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure that we have a designated teacher for looked after children.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

Supporting children

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

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

Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with NCC HR Guidance found on WIRED (if schools have bought in to the service) and from DfE Keeping Children Safe in Education 2015.
- Checks and references are an essential part of this process.

- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct. This includes contact between staff and pupils outside the work context.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Senior/Deputy Designated Person) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and HR colleagues.
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the SCiEO/LADO and NCC HR where appropriate to the leadership team.

Links to other Local Authority policies

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

- *Accessibility Plan*
- *Anti-Bullying*
- *Attendance Policy*
- *Behaviour Principles Written Statement*
- *BME and Equality*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints Procedure Statement*
- *Cyber –bullying*
- *Equality Policy*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM)*
- *Health and Safety Disability Equality Action Plan*
- *Home-school Agreement Document*
- *Internet, E-Safety and Acceptable Use Policy*
- *Physical intervention/positive handling*
- *Prevent Duty Policy*
- *Register of Pupil Attendance*
- *School Access Policy*
- *School Behaviour*
- *Sex education*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance (procedures for addressing)*
- *Schools information published on a website*
- *Looked After Children Policy*

All Agencies

- *Pathway to Provision (NCC)*

- *Escalation policy (NCC)*
- *Guidance for Headteachers and Business Managers when Children are Missing Education*
- *Inter-agency Safeguarding Children Procedures of the Nottinghamshire Safeguarding Children Board (NSCB)*

Included within the policy are a number of appendices:

- Appendix 1 Roles and Responsibilities
- Appendix 2 Identifying Concerns
- Appendix 3 Confidentiality
- Appendix 4 Records and Monitoring
- Appendix 5 Template: Front Sheet
- Appendix 6 Template: Chronology
- Appendix 7 Template: Detailed Concerns
- Appendix 8 Template: Concerns Shared by Others
- Appendix 9 Body Map Guidance for Schools and Body Map Template
- Appendix 10 Template: Safeguarding Children Data Base
- Appendix 11 Template: School's Safeguarding Action Plan
- Appendix 12 Template: Auditing of Pupil Records
- Appendix 13 Appointment Checklist Induction Checklist for Safer Recruitment
- Appendix 14 Induction Checklist for Safer Recruitment
- Appendix 15 Governor Compliance Checklist
- Appendix 16 Prevent Duty and Radicalisation
- Appendix 17 Child Sexual Exploitation (CSE) Policy
- Appendix 18 Looked After Children Policy

We recognise four main areas of abuse; physical abuse, emotional abuse, sexual abuse and neglect. These can be defined as follows.

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These

may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

DBS (formally CRB) Checks

All staff have had enhanced CRB checks or DBS Checks.

All governors have had enhanced CRB checks until September 2012 when this was no longer deemed to be necessary by The Protection of Freedom Act 2012.

Some non-teaching members of staff who may be appointed on a quicker time scale may only work when a DBS check has been completed. The Head Teacher will make a risk assessment regarding their suitability for working in school. They will not be left unsupervised with children until their DBS check has been completed. This is in accordance with *Safeguarding Children and Safer Recruitment in Education* (2005) para 4.24.

It is the school's responsibility to ensure that supply teachers have evidence of DBS checks recorded. When agencies are used, this information should be provided by them.

As a rule, those adults who are not engaged in 'regulated activity' are no longer required to have a DBS check.

DfE guidance issued in August 2012 defines regulated working activity as being regular close and unsupervised contact with children and young people. This is often seen to be paid work that is undertaken 4 times in any 30 day period.

This school will no longer apply for DBS checks for governors, parent helpers and parent helpers who go on day trips. It will, however, continue to check those parents who volunteer to help on residential trips.

When taking children to the toilet, parents who help on day trips will be advised to check that toilets are safe before the children enter, and then wait outside while the children enter the toilets in groups.

Contractors who come to school are no longer required to have a CRB or DBS check although the school should attempt to ensure that they are not left unsupervised with children.

The school's Single Central Record (SCR) will detail all of the checks carried out on adults in school.

Use of Photographs

When their child enters the school, parents/carers will be asked whether they give their permission for their child to have their photograph featured in the school newsletter, on the school website and/or in local press. They will also be asked whether they give permission for their child to appear on television and be driven by staff or parent helpers. It is the policy of the school to avoid whenever possible publishing a photograph of a child together with their name. We accept, however, that many journalists believe that a photograph without a name is poor publicity. It is made clear in the documentation that parents sign that sometimes a photograph in a newspaper might be accompanied by a name. At present, parents/carers are allowed to take videos and/or photographs at school concerts and plays, however this policy could be reviewed if it were felt that such action compromised the safety of individual children. Looked After Children should never have their photograph put forward on newsletters, newspapers or websites. Although some sporting photographs might be taken, the school ensures that children are suitably dressed in photographs (for example, children would not have their photograph taken in swimming kit). The school follows County Council advice on the use of photos in school.

Changing Children

Any regular changing of children resulting from an ongoing medical condition will be carried out in accordance with a child's individual care plan.

When changing children, the age of a child will always be taken into account. Whenever possible, a child will be asked to clean (possibly using the shower in the easy access toilet area) and change themselves. When this is not possible, parents will be called. When parents are not able to arrive quickly (under approximately 10 minutes) two members of staff will assist the child taking care to make as little contact with the child as possible. A written record of the incident will be made within 24 hours and signed/dated by both adults.

Dealing With Allegations of Abuse Against Teachers and Other Staff

The school follows the statutory guidance issued by DfE in March 2015 – Keeping children safe in Education. Para 113.

Appendix 1

ROLES AND RESPONSIBILITIES

Everyone

Everyone who comes into contact with children and their families have a role to play in safeguarding children. All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating (KCSIE). All staff contributes to providing a safe environment in which children can learn.

Teachers (including NQTs) and Headteachers – Professional duty

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

Senior Designated Person Role

We have a Senior Designated Person for safeguarding children and child protection who has received appropriate training and support for this role. This Senior Designated Person is a senior member of the school leadership team.

We also have a Deputy Designated Person who will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Person in dealing with referrals, attending Child Protection Conferences and supporting the child/children.

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

Senior Designated Person

The Senior Designated Person will:

- Be a member of staff from the leadership team and will have this role and its responsibilities explicit within their job description.
 - There will always be cover for this role.

- They will have the appropriate authority, time, training, funding and resources and support to:
 - Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
 - Provide support, advice and expertise to other staff including deciding when to make referrals to children's social care or other agencies.
 - Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
 - Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2015.
 - Refer cases of suspected abuse or allegations to the relevant investigating agencies.
 - Liaise with the headteacher/principal (where the Senior Designated Person role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
 - Maintain an overview of all children about whom there are concerns ie subject to a child protection plan, CiN plan, LAC, EHAF or there is a concerns file (*Appendix 9 may assist*).
 - Attend training, including updated child protection training every two years in order to:
 - Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so. Be proactive about own learning.
 - Raise awareness
 - Ensure each member of staff has access to, and understands this policy, especially new or part-time staff who may work with different educational establishments.
 - Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately they arise.
 - Be able to keep detailed, accurate and secure written records of referrals/concerns.
 - Share records when pupils transfer schools.

Headteacher

The headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Senior Designated Person and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, NCC HR Contact between Staff and

Pupils Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education guidance 2015, Part one, as a minimum.

Governing Body

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

- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2015) as well as with local NSCB guidance and monitor the school's compliance with them.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Ensuring there is an individual member of the governing body to champion child protection issues within the school.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring the headteacher and all other staff who work with children, undertake training which is kept up-to-date by refresher training at three yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensure appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future.

Teachers and Teaching Assistants

To be familiar with the school child protection policy

To be familiar with the signs of abuse and issues for consideration detailed in appendix one.

To ensure that lines of communication are kept open so that children feel able to talk to adults if they need to.

To be vigilant to notice any of the indicators of abuse.

To be careful so that they do not put themselves in difficult situations where false allegations of abuse could be made in line with the Governments Safer Working Guidelines. (January 2009 update)

This guidance, commissioned by the DCSF, provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. It aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which should be avoided

- assist adults working with children to do so safely and responsibly, and to monitor their own standards and practice
- support managers and employers in setting clear expectations of behaviour and codes of practice
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken
- support safer recruitment practice
- minimise the risk of misplaced or malicious allegations made against adults who work with children
- reduce the incidence of positions of trust being abused or misused.

This is a generic guidance document which complements existing procedures, protocols and guidance relating to specific roles, responsibilities or professional practices.

To refer cases of suspected child abuse and disclosures of child abuse to the designated teacher for child protection.

Non Teaching staff

To report any suspicious events, cases of suspected child abuse and disclosures of child abuse to the child's class teacher or the designated teacher for child protection.

Non teaching staff should not normally take it upon themselves to follow up issues with children.

Parent helpers and visitors

To report any suspicious events, cases of suspected child abuse and disclosures of child abuse to the child's class teacher.

Parent helpers or visitors should not normally take it upon themselves to follow up issues with children.

Looked After Children – Designated teacher

A teacher is appointed who has responsibility for promoting the education achievement of children who are looked after. They have the appropriate training.

We recognise that children may have been abused or neglected before becoming looked after and we need to ensure their on-going safety as well as supporting their education and development by linking with their social worker and parents where appropriate.

Appendix 2

Identifying Concerns

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

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

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

Signs to watch out for**Low self-esteem**

- Repeated talk of failure
- Deliberately seeking failure
- Denial or destruction of anything good
- Rejection of praise
- Pleasure in criticism
- Playing the clown
- Telling tall stories

Non-verbal signs of distress

- Loss of interest and withdrawal
- Irritability and tears
- Tiredness and change in weight
- Poor concentration and deterioration of work
- Morbid artwork and writing
- Self harming (particularly significant and should never be ignored)
- Arson (particularly significant and should never be ignored)
- Destructive behaviour (particularly significant and should never be ignored)
- Deliberate failure (particularly significant and should never be ignored)
- Lack of self-care (deliberate) (particularly significant and should never be ignored)

Verbal signs of distress

- Self-degradation – worthlessness
- Pessimism – hopelessness
- Morbid thinking- suicidal thoughts
- Pathological thinking – self-blame

These two blank pages on this electronic version are taken up by body maps of common and uncommon areas for physical injury on the paper version of the policy.

Children's reactions to abuse

What children may be feeling

- Anger
- Shame, feeling different
- Insecure, distrust of adults
- Sadness, depressions
- Low esteem
- Sexual over-stimulation
- Fear
- Conflicting emotions
- Alone
- Anxious
- Confused

What kind of behaviour may result?

- Difficulty in attending, concentrating, learning
- Aggression; sudden over-reaction, mood swings, violent tantrums
- Excessive withdrawal
- Attention-seeking, flirtatious, sexually provocative, precocious behaviour
- Seeking trouble, blame, punishment
- Eating and sleeping difficulties, tiredness, forgetfulness, carelessness of appearance
- Obsessive behaviour – cleaning things, being perfect (work or appearance)
- Absence from school/truancy

Supporting an abused child in school

Ways to improve a child's self-esteem

- Offer them opportunities for taking on new roles and responsibilities
- Design achievable tasks
- Trust them to take responsibility for others
- Criticise the action, not the person, when they do something wrong
- Set limits and monitor them

Help young people feel a sense of control over their own lives by:

- Valuing their opinions
- Involving them in decision-making
- Helping them to be more assertive
- Allowing them to take a certain amount of responsibility for themselves
- Respecting their rights as individuals
- Supporting them to act for themselves

Why a Child with SEND is More Vulnerable

1. Offenders think it is safer to victimise a disabled child.
2. Disabled children receive less information on abuse. Less likely to understand the inappropriateness.
3. More dependent – need extra care (carers can abuse)
4. Less affection given by family/friends, therefore more accepting of a sexual relationship as a form of attention or friendship (Kempe & Kempe)
5. Less able to disclose due to:
 - Impairment
 - Fewer social contacts
 - Isolation
 - Disbelief
6. Offender may be especially attracted to the immature behaviour because no need to interact on adult level.
7. Society's negative attitude towards disabled children gives abusers 'permission' to abuse. Child 'inferior' anyway!!
8. Increased desire to please because of negative responses generally.
9. Respond to attention and affection because of rejection and isolation.
10. Lack of assertiveness, vocabulary and skill to complain appropriately.
11. May be disbelieved or confused in their account.
12. May find it difficult to distinguish between sorts of touch when most or all of body care is attended to by other people (boundary confusion)
13. Their survival depends on being accommodating – tend, therefore, to obey.
14. Do not believe they can have control over what happens to them.
15. Less choice about everything. Therefore less opportunity to learn about whether to accept or reject sexual advances.
16. Overprotection – malleable.

17. Low self worth – do not believe their wishes should be taken into account.
18. Staff and service recipients accorded different levels of status and respect.

Other issues that could increase the vulnerability of a child include:

- Children living with domestic abuse
- Children whose parents have an addiction to drugs or alcohol.
- Looked after children (See appendix 4)
- Children with disabilities.
- Children who are young carers
- Children at risk of sexual exploitation.

Appendix 3

Confidentiality

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

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

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

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

[DfE guidance](#) See also the NSCB guidance.

Appendix 4

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

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

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

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

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

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

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

Why recording is important

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

It is also true that without information being recorded it can be lost; this could be crucial information the importance of which is not necessarily apparent at the time. On occasions this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

The concerns file

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

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

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

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

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

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

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

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

If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

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

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision document.

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

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

Appendix 5**INFORMATION/FRONT SHEET**

Name:		DOB:	Class/Form:	Ethnicity	
Home Address:			Telephone: e mail:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?					
Members of household					
Name	Age/DOB	Relationship to child	Homework	Contact No	
Significant Others (relatives, friends, childminders, etc)					
Name	Relationship to child	Address	Tel No		
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child ie CAF/PPP/LAC/CIN	Tel No	Date	

Appendix 6**Chronology****CONFIDENTIAL**

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Appendix 7

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

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

Check to make sure your report is clear to someone else reading it.

Please pass this form to your designated person for child protection.

Part 2 (for use by Designated Person)

Time and date information received by DP, and from whom.	
Any advice sought by DP (date, time, name, role, organisation and advice given).	
Action taken (referral to children's social care/monitoring advice given to appropriate staff/CAF 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 you information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?	
Should a concern file be commenced if not already one? Why?	
Signed	
Printed Name	

Appendix 8

Logging concerns/information shared by others external to the school (Pass to designated person)

Pupil's Name:	Date of Birth:
	FORM:
Date and Time of Incident:	Date and Time of receipt of information:
	Via letter / telephone etc?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions /Recommendations for the school:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Person	
Name:	
Date and time:	

Appendix 9

Body Map Guidance for Schools

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, eg MASH or the child's social worker if already an open case to social care.**

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

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

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

Ensure First Aid is provided where required and record

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

BODYMAP

(This must be completed at time of observation)

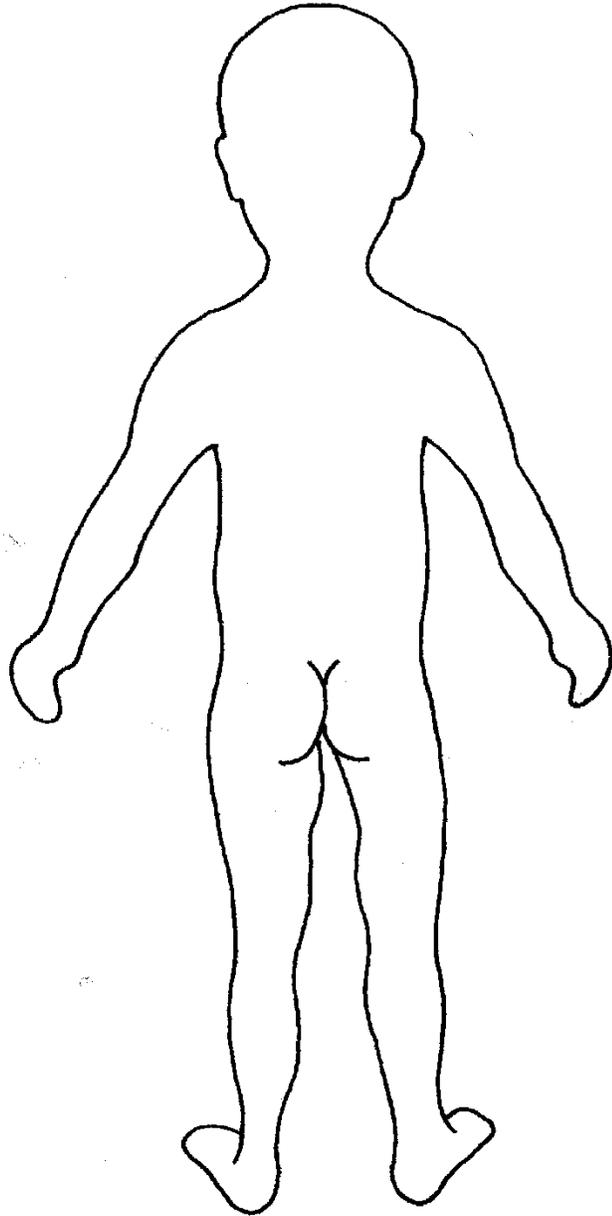
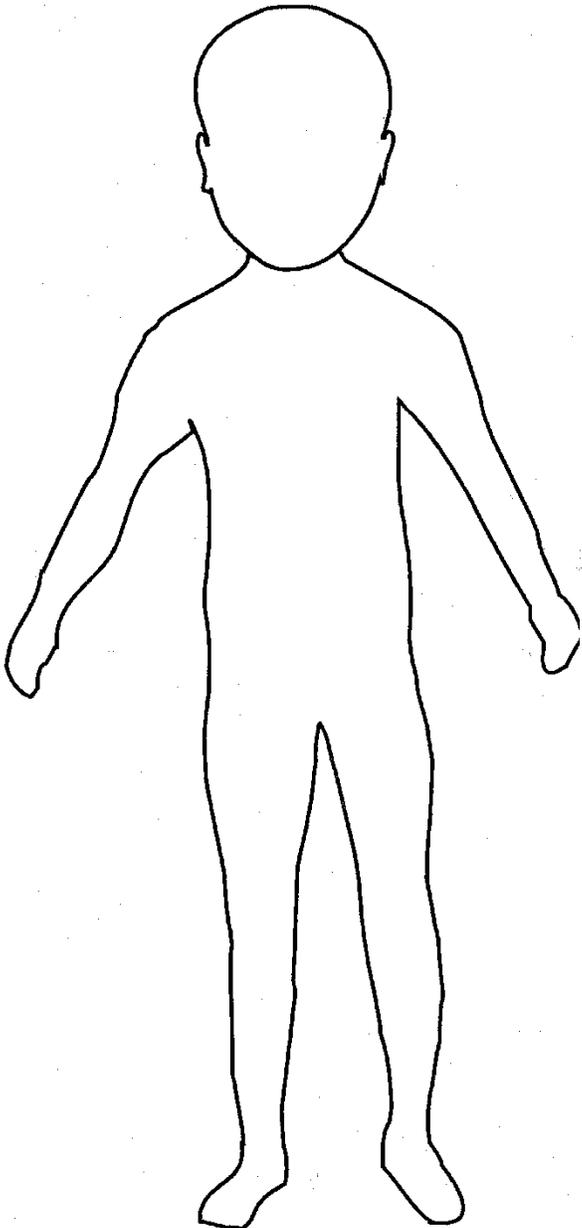
Names for Child: _____

Date of Birth: _____

Name of Worker: _____

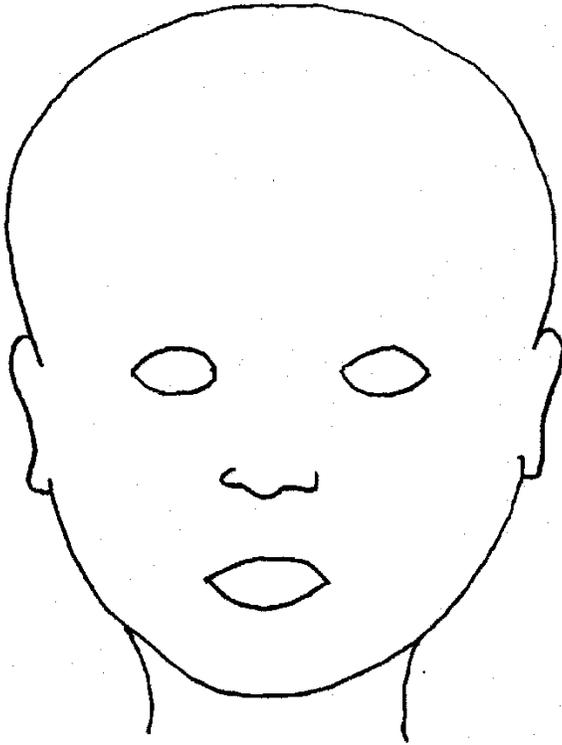
Agency: _____

Date and time of observation: _____

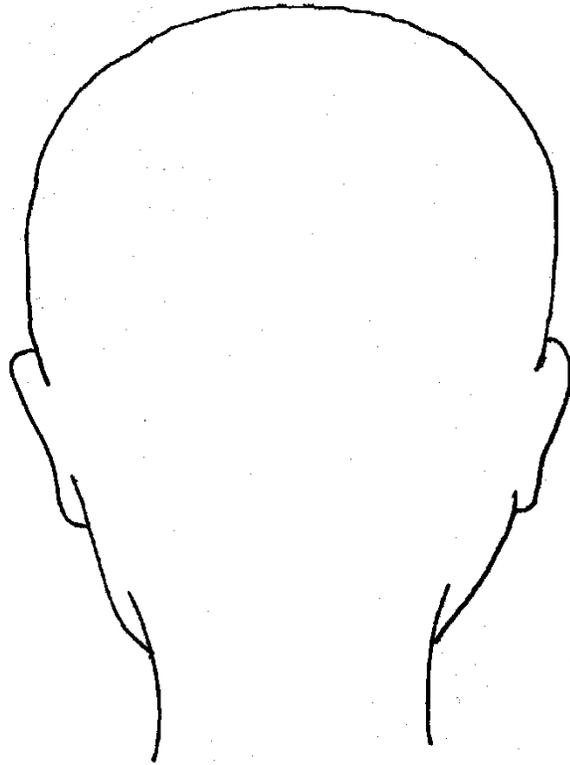


Name of
Child: _____

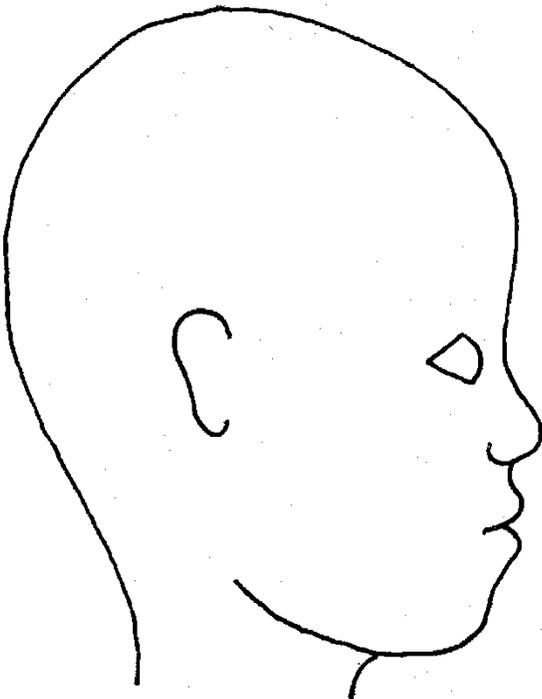
Date of
observation: _____



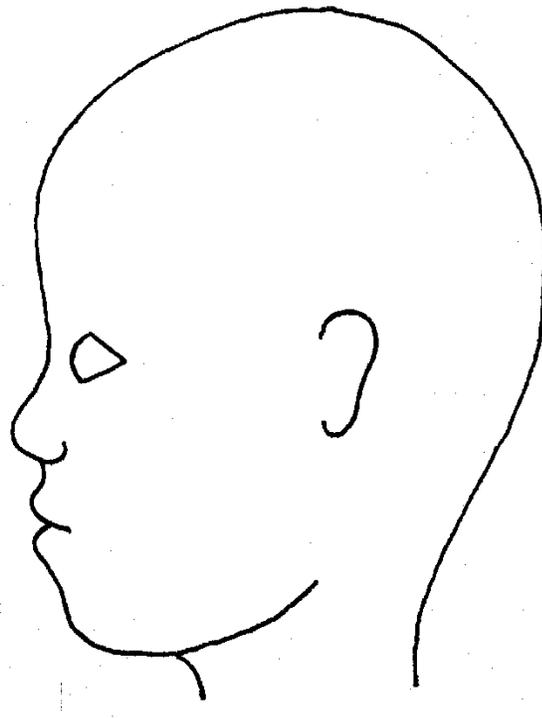
FRONT



BACK

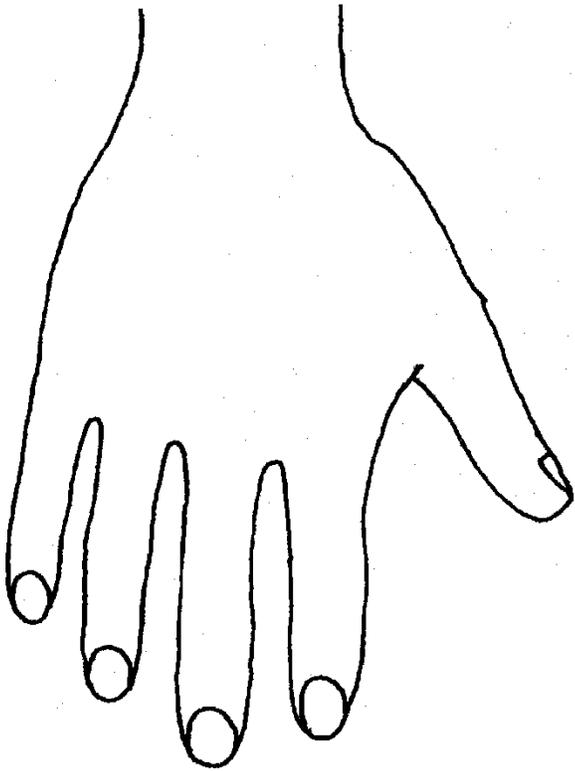


RIGHT



LEFT

Name of child: _____ Date of observation: _____



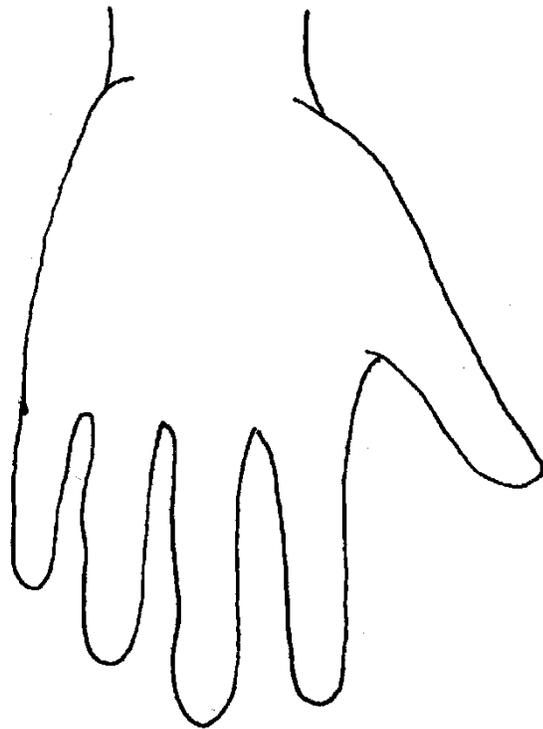
R
BACK



L



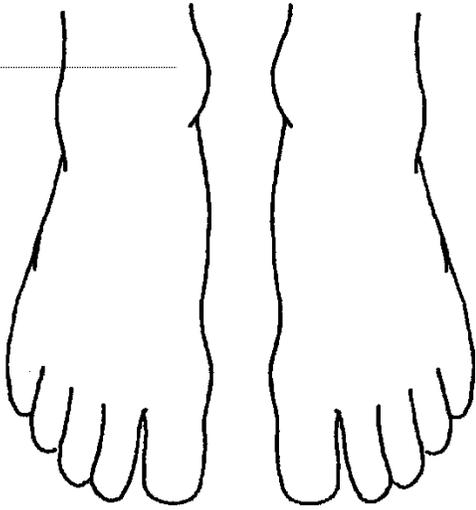
R
PALM



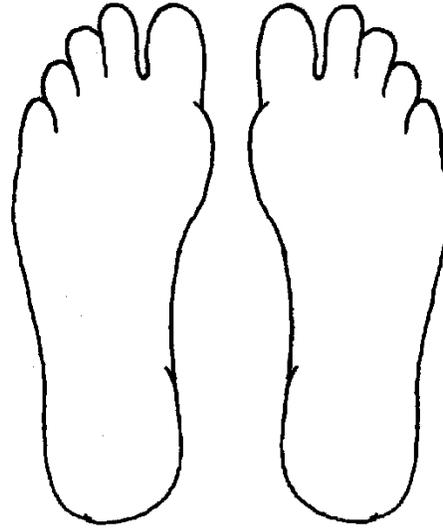
L

Name of Child: _____

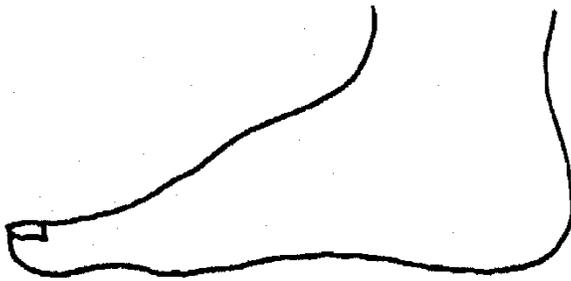
Date of observation: _____



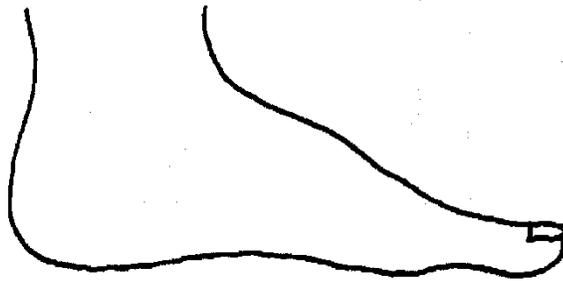
R TOP L



R BOTTOM L



R INNER



L



R OUTER



L

Printed Name and Signature of worker: _____

Date: _____

Time: _____

Role of Worker _____
Other information: _____

Appendix 11

School Safeguarding Action Plan**Name of School:****Date:****Completed by:**

Aim: Enable the school to carry out their functions with a view to safeguarding and promoting the welfare of children. The following safeguarding areas have been highlighted for improvement:

Safeguarding Area	Safeguarding Requirement	Response	Action Taken	By Whom and Timeline
Complete the Safeguarding children data base	Effective record keeping		Data base to be completed	PT Jan 16
Formulate a structured set of lessons and assemblies to address dangers of sexual exploitation, prevent duty, esafety	Keeping children safe from sexual exploitation, online dangers and radicalisation		Plan to be completed	PT Feb 16
Training of new staff	Effective training	Safeguarding training for new staff Prevent training for all staff	Training to be arranged	PT Jan 16

Appendix 12

Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year.

Guidelines for conducting such an audit are contained below and referred to in the Clerks briefing paper as Question 17.

Then this will appear as one of the questions in the Governors Compliance Checklist from September 2013 onwards:

Governor Compliance Checklist 2013-2014 Question number 17

Auditing your school's record keeping.

Good record keeping is not bureaucracy it is safeguarding!

Background: Recent serious case reviews and domestic homicide reviews in Nottinghamshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the Head, Deputy Head, senior designated person, deputy designated person, lead governor for safeguarding or any combination of these people.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools 2 from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as 3 or 4 files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Checklist:

To guide an audit of 'concern files' this checklist will help to identify key issues.

	Yes/No	Follow up action/further information
Does the child's main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)		
Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the concern file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's main pupil file and then transferred when the threshold for concern is reached and a 'concern file' is opened.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template or a similar school template to help them record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		

Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?		
Is there evidence that the school's Senior Designated Person has reviewed the file and discussed the child with relevant staff?		

	Yes/No	Follow up action/further information
Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing a CAF or referral to another agency. Have these actions been followed through?		
If meetings relating to the child and their family have been called did school: <ul style="list-style-type: none"> i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues 		
If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?		
Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be		

<p>known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <p>i) If the pupil concerned has transferred in from another school is there evidence that the senior designated person from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</p> <p>ii) For a pupil of concern who moved out recently did the senior designated person make contact with the new senior designated person at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</p>		
--	--	--

Learning from the audit.

An audit such as this is not intended to be a 'box ticking exercise.' The purpose is to understand how well staff are fulfilling their duties in relation to safeguarding and how well records are maintained of this important work. So after the audit there should be a discussion about strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community as a whole needs to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.

Appendix 13

Appointment Checklist

	Initials	Date
Pre Interview		
Timetable decided: job specification and description and other documents to be provided to applicants reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references.		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked		
Applications scrutinised on receipt – any discrepancies/anomalies/gaps in employment noted and explored if candidate considered for short listing.		
Shortlist prepared		
References – sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy.		
References – on receipt, check against information on application; scrutinised; any discrepancy/ issue of concern noted to take up with applicant (at interview if appropriate)		
Interview Arrangements At least 2 interviewers: panel members have authority to appoint: have met and agreed issues and questions/assessment criteria/standards. At least 1 person to have completed safer recruitment training.		
At Interview		
Explore applicants' suitability for work with children as well as for the post		
Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file.		
Successful applicant to present an up to date (within last two years) CRB disclosure form or to complete CRB disclosure form. If no CRB disclosure form available a ISA check to be carried out immediately.		
Conditional Offer Of Appointment: Offer of appointment is made conditional on satisfactory completion of: <ul style="list-style-type: none"> • CRB check • References • Identity • Qualifications • QTS • A probationary period for non teaching posts • Permission to work in UK (if appropriate) • Health • GTC registered (or recorded as being exempt) 		

Appendix 14

Induction Checklist for Safer Recruitment



Induction Checklist for Safeguarding

Name of Employee.....

Name of School.....

Name of headteacher/line manager.....

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

	Check
1. Employee informed that the senior designated safeguarding lead in school is.....	<input type="checkbox"/>
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent	<input type="checkbox"/>
3. Advised of and discussed the following school policies, covering the agreed procedures and expectations of staff under each one <ul style="list-style-type: none"> - Code of conduct / Staff Behaviour Policy - Anti-bullying - Anti-racism - Homophobic and Transphobic - Physical intervention - Internet safety (including social media) - Contact between staff and pupils outside the usual work context - Whole school child protection policy and appendix templates - Allegations of abuse made against teachers and other staff – school/LA policies - Visitors policy – the management of visitors on site - Any other relevant policy as determined by the headteacher, governing body or DfE 	<input type="checkbox"/>

<p>4. Advised of and discussed all statutory guidance for schools and the responsibility of staff within them.</p> <ul style="list-style-type: none"> - Keeping Children Safe in Education (senior designated lead officer will ensure all staff read and have a copy of at least part one of the latest edition of Keeping Children Safe in Education .) - Working Together to Safeguard Children 2015 - Dealing with Allegations of Abuse made against Teachers and other Staff (Part 4 of the latest edition of KCSiE) 	<input type="checkbox"/>
<p>5. Advised and discussed the Nottinghamshire and Nottingham City Safeguarding Children Boards' Safeguarding Children's Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscb</p>	<input type="checkbox"/>
<p>6. Advised of and discussed the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the standards, 3rd bullet point)</p>	<input type="checkbox"/>
<p>7. Arranged safeguarding training as detailed in the latest edition of Keeping Children Safe in Education and the NSCB Training programme 2015/2016 found at www.nottinghamshire.gov.uk/nscb</p>	<input type="checkbox"/>
<p>Headteacher/line manager signature:Date:</p> <p>Employee signature..... Date:</p>	

Appendix 15

Governor Compliance Checklist

Nottinghamshire Safeguarding Children Board (NSCB) SAFEGUARDING CHILDREN IN EDUCATION AUDIT 2015/16 & Governor Compliance Checklist

NAME OF SCHOOL:.....

The Nottinghamshire Safeguarding Children Board (NSCB) and the Local Authority are monitoring compliance of school's safeguarding responsibilities through the annual audit which is carried out during the autumn term.

The guidance under which this audit must be conducted is referenced within the accompanying letter. T

Please complete the following checklist and return it to the Safeguarding Children in Education Officer at Meadow House, Littleworth, Mansfield NG18

2TA or send a scanned copy to philip.walmsley@nottscc.gov.uk by no later than **18th December 2015** .

CHECKLIST		Y	N	NEW Q To do
<p>NB: KCSIE 2015 refers to the Department for Education Keeping Children Safe in Education 2015 Statutory Guidance. Section 11 refers to the Children Act 2004</p> <p>NB: The row with 'E' is an opportunity for supporting evidence to be provided.</p>				
1	<p>GOVERNOR SAFEGUARDING LEAD: A member of the governing body has been nominated to take responsibility for ensuring the school discharges its duties in relation safeguarding appropriately (KCSIE para 33)</p>			
E				
2	<p>WHOLE SCHOOL CHILD PROTECTION POLICY: The school has in place a child protection policy that has been agreed by the governing body and is available to parents on request or published on school website. (KCSIE para 34)</p>			
E				
3	<p>SAFEGUARDING POLICIES: All school staff (teaching and non-teaching) are aware of systems which support safeguarding and these should be explained as part of staff induction. This includes: the child protection policy, the staff behaviour policy (code of conduct) and the role of the designated safeguarding lead. (KCSIE para 10)</p>			
E				
4	<p>CHILD PROTECTION PROCEDURES: The school has in place child protection procedures that are in accordance with National and NSCB guidance. These are reviewed annually. These procedures include processes to identify children in need of safeguarding. (KCSIE para 34)</p>			
E				
5	<p>DESIGNATED PERSON FOR CHILD PROTECTION: There is a Snr Designated Person (part of leadership or extended leadership team) and a deputy to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA and working with other agencies. KCSIE (para 5 & 36 + Annexe B)</p>			

E				
6	DESIGNATED PERSON TRAINING: The designated lead (& deputy) undergoes updated child protection training every two years as well as having additional authority, time and resources. (KCSIE para 36)			
E				
7	CHILD PROTECTION TRAINING: All staff members have received appropriate child protection training (updated three yearly) This should include the warning signs that a child may be at risk of CSE, forced marriage, honour based violence and domestic abuse. and advice on the process to follow should warning signs be identified. For new and temporary staff this includes child protection awareness training by the Snr designated person as part of their induction or within 6 weeks of taking up post. (KCSIE para 10)			
E				
8	CONCERNS ABOUT PRACTICE/WHISTLE BLOWING (New): Policies and a culture where staff can raise concerns directly or through whistleblowing if they have concerns about poor or unsafe practice etc. (KCSIE para 22/23)			
E				
9	LOOKED AFTER CHILDREN (New): That there is a designated teacher who has knowledge and skills to work effectively in this area (KCSIE para 47/48)			
E				
10	DISCRIMINATION (New): Service is provided in a way that does not discriminate on the basis of race, religious belief, culture, sexual orientation, gender, age, disability or nationality. (NSCB Section 11 audit)			
E				
11	COMPLAINTS: That there is a system in place for children and families to make complaints. (NSCB Section 11 audit)			
E				
12	SAFER RECRUITMENT (New) : The School operates safer recruitment procedures ensuring that there is: A Single Central Record, pre-appointment checks including DBS check where required, Prohibition of			

	teaching check, verify qualifications, Disqualification under the Childcare Act 2006 check, mental and physical fitness and that a staff Code of Conduct is adopted (KCSIE para 63 onwards)			
E				
13	SAFER RECRUITMENT TRAINING: Training has been completed as a minimum by: Head Teacher on-line/attended course (please indicate) Nominated Governor on-line/attended course (please indicate)			
E				
14	MANAGING ALLEGATIONS: Procedures are in place for dealing with allegations of abuse against members of staff and volunteers which complies with the DfE and NSCB procedures. This includes having a named strategic lead. (KCSIE para 21 & part 4)			
E				
15	MANAGING ALLEGATIONS against the Head: A member of the Governing body (usually the Chair) is responsible for responding & liaising with the local authority in the event of an allegation being made against the Head teacher. (KCSIE para 113)			
E				
16	MISSING FROM EDUCATION (New): Staff are aware of, and follow, the procedure relating to children missing from education and missing from home or care. (KCSIE para 16) DfE School attendance DfE Children Missing Education DfE Missing from Home & Care			
E				
17	CHILD'S RECORD AUDIT: The Named Governor for child protection/safeguarding on behalf of the governing body confirms the school's maintains appropriate record keeping in relation to vulnerable children (child subject to child protection or child in needs concerns and those who have Looked-After status) by conducting an audit of a sample of pupil files between the Spring and Summer term 2015. (Learning from Reviews)			
E				
18	SCR & learning (New): There is a process for gathering and applying learning from national and local serious case reviews (SCR), research & other reviews.			

	(NSCB Section 11)			
E				
19	SAFEGUARDING (OTHER) (New): That governors and staff are aware that there is specific guidance on a range of safeguarding issues which they can access. (KCSIE Para 29)			
E				
20	OPPORTUNITIES TO TEACH SAFEGUARDING (NEW): That children are taught about PSHE (all schools) PSHE & SRE (maintained) (KCSIE Para 41)			
E				
21	CHILD SEXUAL EXPLOITATION: Does your school include age appropriate Child Sexual Exploitation (CSE) teaching within the PHSE/SRE curriculum? Circle in which year:- Year 5 Year 6 Year 7 Year 8 Year 9 Year10 Year 11 (KCSIE para 29)			
E				
22	FEMALE GENITAL MUTILATION (New): That staff are aware of the issue and should use safeguarding procedures where suspected a child is at risk or been abused. FGM National guidance (KCSIE Para 18 & 29 and page 14)			
E				
23	RADICALISATION (New): That school are aware of the DfE guidance and understand their responsibilities, and are active partners in preventing children being drawn into violence, responding to extremist or hateful views and identifying children at risk and working with colleagues to refer and work with partners. DfE guidance The Prevent Duty (KCSIE Para 29 & page 15)			
E				
24	BULLYING: DfE bullying guidance The school has an active anti-bullying policy, including cyber-bullying which is in line with the DfE guidance. This includes having a co-ordinator and named governor, monitoring and reporting to the Governors. (KCSIE para 29)			
E				
25	WORK RELATED LEARNING (secondary): That there is a named governor and member of staff with			

	overall responsibility and that policies and procedures are up to date (annually). That school staff and volunteers who work with learners are aware of their responsibilities.			
E				
26	SAFE ENVIRONMENT (New): Designated areas for children are safe & suitable. (NSCB Section 11 audit)			
E				
27	PARTICIPATION (New): Children contribute to the planning, delivery and evaluation of services and their views make a difference. (NSCB Section 11 audit)			
E				
28	FAMILY APPROACH ('Think Family') (New): The school adopts a whole family approach in that any problems key carers are experiencing (eg. Domestic abuse, mental ill-health, drugs or alcohol misuse) are seen in the context of the impact on the welfare of the children." (NSCB Section 11 audit)			
E				

Please provide the name and job title of the Designated People within your school	
Senior Designated Person	
Deputy Designated Person	

Name of Nominated Safeguarding Governor

(please print).....

Signed.....**Date**.....

Name of Chair of Governors

(please print).....

Signed Date.....

Appendix 16

Prevent Duty and Radicalisation

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

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

- Risk assessment (page 5).
- Working in partnership (page 7).
- Staff training (page 7).
- It policies (page 8).
- Building children's resilience to radicalisation (page 8).

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

The Local authority will be issuing guidance to schools in the new autumn term 2015 which we will note and apply.

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

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

As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, SEND policy, assembly policy, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies and our IT policy.

Appendix 17

Child Sexual Exploitation (CSE) Policy

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

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

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

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

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

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

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

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

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

Appendix 18

Larkfields Junior School

THE EDUCATION OF LOOKED AFTER CHILDREN POLICY

Larkfields understands Looked After Children (LAC or CLA) to be those who are looked after in residential care by the Local Authority. This includes those children who are in temporary foster care. The school also recognises that whilst the following groups of children are not technically 'looked after', children who are adopted or in spilt care arrangements might have similar needs of LAC.

At Larkfields Junior School we believe that all looked after children should have equitable access to excellent educational provision and achieve at a similar level to all children.

We recognise that there is a considerable underachievement of children in residential and foster care, when compared to their peers. All staff and governors are committed to ensuring improved educational life chances for Looked After children by ensuring that:

- Staff are aware that being or becoming 'looked after' has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given.
- Designated staff are aware of and able to carry out their responsibilities effectively with the full support of the head teacher.
- Staff and governors are aware of the DFE Statutory guidance, duty on local authorities to promote the educational achievement of looked after children.
- There is a dedicated Governor to monitor the work of the school in supporting it's looked after children.
- A Personal Education Plan is in place within 20 days of a looked after child entering into care or a new school.
- Each Looked After Child can access out of hours learning activities, realising the positive impact this could have on their self esteem and learning.
- We liaise with other agencies as appropriate, to deliver the 5 outcomes set out in Every Child Matters; Change for Children so that each Looked After Child has the opportunity to achieve their full potential.
- Each Looked After Child has an identified member of staff they can talk to.
- The Designated person/s and governors receive relevant information and training.
- Written information is provided to assist planning/review meetings.
- Records are forwarded to any receiving school.

-
- For child protection and confidentiality reasons, all information is collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupil/s concerned.

