

Safeguarding & Child Protection policy 2022

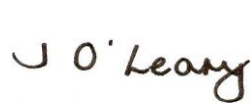


Management log

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Chair of the Board



CEO

Document history

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V1	September 2020	Judi O'Leary	13 September 2020	13 September 2020	To secure a safeguarding and child protection policy which confirms with KCSiE 2020
V2	August 2019	Judi O'Leary	2 September 2019	2 September 2019	Revised to reflect changes to KCSiE 2019
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V4	July 2020	Helena Brooks (Leader of Governance)	22 July 2020	1 September 2020	Revised to reflect changes to KCSiE 2020 and effective from 1 September 2020
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V6	July 2022	Rob Lord Chair of the DSL group		1 September 2022	Revised to reflect changes to KCSiE 2022 and effective from 1 September 2022 New template used.

Related policies

Policy

Behaviour
Code of conduct (SHINE Professional Standards Charter)
Complaints
Equality
Educational visits
First aid
General Data Protection Regulation (GDPR)
Health and safety
Managing allegations of abuse
Missing children in education
Online safety
Sex and relationships education
Safer Recruitment
Whistleblowing

Website link

Contact individual academies¹
<http://www.shine-mat.com/take-care/>

<https://www.shine-mat.com/business-and-personnel/>
<http://www.shine-mat.com/pupil-welfare/>
Contact individual academies
Contact individual academies
<http://www.shine-mat.com/gdpr/>
Contact individual academies
<https://www.shine-mat.com/business-and-personnel/>
Contact individual academies
Contact individual academies
Contact individual academies
Contact individual academies
Contact admin@shine-mat.com
<https://www.shine-mat.com/business-and-personnel/>

Please note that the version of this document contained at <https://www.shine-mat.com/policies/> is the only version that is maintained.

Any printed copies should therefore be viewed as 'uncontrolled' and as such, may not necessarily contain the latest updates and amendments.

¹<http://www.ironvillecodnorpark.derbyshire.sch.uk/policies/>
<https://www.johnhuntprimary.co.uk/>
<http://www.langold-dyscarr.org/policies/>
<http://www.ranskillprimary.co.uk/key-information/policies>
<https://www.scotholme.com/policies.html>
<http://www.whitemooracademy.co.uk/policies/>

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Part One: Policy overview

1. Policy Statement and Principles

At Shine Multi-Academy Trust we recognise our moral and statutory responsibility to safeguard and protect children from harm 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. All procedures encompassed by this policy will be followed robustly, rigorously and in a timely manner. The policy takes into account the Keeping Children Safe in Education Guidance (September 2022).

In accordance with this policy, Safeguarding and Child Protection are defined as two different things:

- safeguarding is what we do for all our pupils and staff;
- child protection being the procedures we use for children and young people who have been significantly harmed or are at risk of such harm.

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 our Child Protection/Safeguarding Policy on our website. The policy is also available in paper form upon request.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2022 (KCSIE) and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

2. Safeguarding Principles

Safeguarding and promoting the welfare of all children, regardless of age, disability, 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. If children and families are to receive the right help, at the right time, everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

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 2022 & for the purpose of this policy as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical 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

Note: Children includes everyone under the age of 18.

3. Policy aims

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence.
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse/concerns, including: Child-on-Child abuse both on and off-line (including sexual violence, sexual harassment and upskirting), Serious Violence, Contextual Safeguarding, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Child Financial Exploitation, County Line incidents, Online safety, witness to Domestic Abuse, Homelessness, duties under PREVENT, Honour Based Violence (HBV) and mental health.
- confirm the structured procedures to be followed by all members of each school community in cases of suspected harm or abuse.
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities.
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.

- confirm the working relationship with the Local Authority agencies such as Children and Families Direct, the LA Safeguarding Board, and other agencies with similar services in neighbouring authorities. Working Together to Safeguard Children (July 2018) outlines how the agencies should work together.
- highlight the working relationship between the school and the Trust's Safeguarding Team.

4. Policy Review

This policy will, as a minimum, be fully reviewed once a year. The policy will be formally ratified by Local Governance. Those responsible for school leadership will review the policy on a more regular basis to ensure it remains current, reflects any amendments to statutory guidance and to ensure it reflects local contextual needs and local safeguarding provisions/partnerships. Any amendments beyond the full annual review will be approved by governance mechanisms also.

Most current review and approval dates are located on the cover page.

5. Related/Supporting policies

This policy should be read in conjunction with:

- Keeping Children Safe in Education 2022, including Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors
- School's child on child abuse policy
- Trust's Employee Code of Conduct- Take Care Charter
- Trust's Allegations of Abuse policy
- Trust's Whistleblowing procedures
- Trust's Children's Images Policy
- School's Behaviour Policy, including physical intervention procedures
- School's Attendance Policy
- Anti-Bullying Policy
- E-Safety and Acceptable Use Policy
- Trust's Safer Recruitment Policy
- First Aid Policy, including Administration of First Aid
- Administration of medicines in school/Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Site Security Policy
- Children Missing in Education guidance

- Trust's Complaints Policy
- School Equality statement
- School's Accessibility Plan
- Trust Data Protection/Fair Processing Policy
- Visitor and volunteer protocols

6. Key personnel

The designated safeguarding lead (DSL) for child protection is **Kate Hall**

Contact details: email: headteacher@scotholme.nottingham.sch.uk tel: **0115 9781968**

The deputy designated leads are **Carl Hollis**

Contact details: deputyhead@scotholme.nottingham.sch.uk

tel: **0115 9781968**

The nominated child protection governor is **Elaine Fox**

Contact details: email: Elaine.Fox@nottinghamcity.gov.uk

Tel: **0115 8764540**

The head teacher is **Kate Hall**

Contact details: email: headteacher@scotholme.nottingham.sch.uk

Tel: **0115 9781968**

Shine Multi-Academy Trusts designated safeguarding lead is **Judi O Leary**

Contact details: CEO@shine-mat.com

Tel: 07376800653

Shine Multi-Academy Trust's Deputy Designated Safeguarding Lead is **Pete Bevington**

Contact details : pbevington@shine-mat.com

Tel: 07376800653

Prevent Single Point of Contact (SPOC): **Judi O'Leary**

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

7. Overall Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who encounters children, and their families have a role to play in safeguarding children, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All leaders, staff, governors, visitors and volunteers in our school should consider, always, what is in the best interests of children and provide a safe environment where children can learn.

School works closely with parents and carers to offer support and advice or to signpost to other services when required.

Although safeguarding and child protection is the responsibility of the whole school community, delegated responsibilities are allocated to specific roles (see below) so that provision can be as effective as possible.

8. The Designated Safeguarding Lead (DSL):

The Governing Body of Scotholme Primary School has ensured that an appropriate senior member of staff has been appointed to the role of designated safeguarding lead (DSL). The DSL will:

General

- have lead responsibility for safeguarding and child protection (including online), detailed within their job description
- 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
- will be aware of other personal, family or contextual factors which may make pupils more vulnerable, e.g. pupils with special educational needs.

Availability

- be available, during term time and within school hours, for staff to discuss any safeguarding concerns. Where this is not possible adequate and appropriate cover arrangements will be arranged including via teams or mobile phone.

Managing referrals

- refers cases of suspected abuse or allegations to the relevant investigating agencies as appropriate
- refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- alongside Trust HR refer cases to Disclosure and Barring Services where a person is dismissed or left due to risk/harm to a child, this may include open allegations in conjunction with Local Authority Designated Officer.

- refer where a crime may have been committed to the police as required. The DSL will know when it is appropriate to get police involvement, what to expect from them and understand the role of the 'appropriate adult' within any police investigation.

Working with others

- coordinates the school's contribution to child protection plans
- act as a source of support and expertise to the school community, providing relevant up-to-date training and updates regarding contextual risks
- support staff who make referrals to or liaise with relevant investigating agencies
- ensure a working knowledge of the Safeguarding Partnership procedures is maintained and is a point of contact
- attends and/or contributes to child protection conferences/inter-agency meetings and/or strategy discussions
- liaise with the Head Teacher to inform him/her of issues – especially ongoing enquiries under Section 47 of the Children's Act 1989 and police investigations
- as required, liaise with 'case manager' and the Local Authority Designated Officer(s) where there are child protection concerns/allegations that relate to a member of staff (see Allegations of Abuse Policy)
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs)) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 145 referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- will be aware of which pupils have a social worker and understand their academic progress and attainment in order to maintain a culture of high expectations
- support teaching staff to provide additional academic support or reasonable adjustments to help children with or who have had a social worker reach their potential

Information sharing and managing child protection files

- will ensure child protection files are kept up-to-date
- keeps/manages detailed written records of all concerns, ensuring that such records are stored securely (including online) and flagged on, but kept separate from, the pupil's general file
- implement appropriate provisions to ensure files are only accessed by those who need to see it and where files need to be shared are done so in line with Part one and two of Keeping Children Safe guidance

- 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.

Raising awareness

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Head Teacher (where the role is not carried out by the Head Teacher) as appropriate
- make the child protection policy available publicly, on the school's website or by other means so that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- makes staff aware of Safeguarding Partnership training courses and the latest policies on safeguarding
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

Training, knowledge and skills

- ensure they are appropriately trained (minimum formal training every 2 years), with regular updates/refresher training. The DSL will be Prevent awareness trained also.
- ensure all staff with designated safeguarding training responsibilities access relevant training and maintain records
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, within the school, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand and support with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- will respond to/be aware of unauthorised absences or children missing education where there are known safeguarding risks and consider the provision of pastoral and/or academic support alongside action by statutory services. This may include addition support from individuals with specific responsibilities linked to managing attendance. The DSL will communicate effectively with different agencies and staff within school to ensure this is managed effectively.

Providing support to new member of staff as part of induction

Explain the following aspects as part of staff induction to support safeguarding practices:

- key policies, including: child protection, behaviour, code of conduct. Allegations against staff and whistleblowing
- school response to children who go missing in education
- Role of the Designated Safeguarding Lead, including those identified as Deputies

Providing support to all staff

- provide appropriate safeguarding and child protection training (including online safety) which is updated regularly
- provide safeguarding and child protection (including online safety) updates as required (at least annually) to continue to provide them with relevant skills and knowledge to safeguard children effectively
- ensure all staff are aware of the local early help process and understand their role within it
- ensure that staff are supported during the referrals processes;
- ensure all staff know what to do if a child confides in them that they are being abused, exploited or neglected and to reassure the victims appropriately to keep them safe
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

9. The Deputy Designated Safeguarding Lead(s):

The Governing Body of Scotholme Primary School has ensured that an assessment of risk/need has been undertaken to determine the number of additional DSLs. This has been done in conjunction with roles and responsibilities delegated. These additional DSLs are known as Deputy Designated Leads. The Deputy DSLs will:

- be 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. The ultimate responsibility for child protection remains with the senior Designated Lead. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

10. The Head Teacher

The Governing Body of Scotholme Primary School has ensured that a Head Teacher is in post. The Head Teacher will ensure that:

- the policies and procedures adopted by the Local Governing Body are followed by all staff;
- the policy is reviewed and updated whenever it is required, at a minimum this will happen annually;
- the policy is available publicly on the school website;
- designated staff review the policy in consultation with the Trust and any guidance from the Local Authority;
- sufficient resources and time are allocated to enable the Designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained;
- a Single Central Record all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed;
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies;
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation;
- he/she undergoes child safeguarding training which is updated regularly, in line with SHINE Multi Academy Trust guidance.
- everyone understands their duty to safeguard children inside/outside the school environment, including school trips, extended school activities, vocational placements and alternative education packages

- staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Trust Code of Conduct, which includes contact between staff and pupils outside the work context. Staff can access a copy of this via the Trust website or SharePoint site.
- newly appointed staff and volunteers will be informed of our arrangements for safer working practice as part of their induction process before beginning work and contact with pupils.
- staff must wear ID at all times when in school and when out on school business;
- procedures for managing visitors are in place that put the safeguarding of pupils at the centre and is applied to all visitors irrespective of their status and frequency of visits. Staff should not shy away from questioning visitors, regardless of status if they feel that the correct processes have not been followed;
- all visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below); once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances;
- at reception, all visitors must be ready to produce formal identification upon request;
- all visitors will be asked to sign in via electronic systems which are kept in reception at all times making note of their name, organisation, who they are visiting and car registration;
- all visitors will be required to wear an identification badge – the badge must remain visible throughout their visit;
- visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the school's central record. They must then follow the procedures above e.g. sign into the visitor's book and enter the premises via reception).

11. Senior leaders

The structure of the senior leadership team will:

- contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- provide a co-ordinated offer of early help when additional needs of children are identified.
- ensure all staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2022 paragraphs 21 to 30), and through access to regular training opportunities and updates.
- ensure staff are alert to the various factors that can increase the need for early help (KCSiE 2022 paragraph 20).

- working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- carry out tasks delegated by the governing body and Head Teacher, such as training of staff, safer recruitment and maintaining a single central register.
- provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- ensure that allegations or concerns against staff, including supply staff and contractors, are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2022 Part Four 'Allegations of abuse made against teachers and other staff, including supply teachers and volunteers') and the Trust's Allegations of Abuse Policy.

12. Looked After Children Designated Lead

A teacher/leader is appointed who has responsibility for promoting the educational achievement of children who are looked after. The designated lead will:

- receive the appropriate training
- work with the Virtual School to ensure the progress of the child is supported
- the Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School.
- work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after.
- ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
- 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.

13. Staff, visitors and volunteers

All staff contribute to providing a safe environment in which children can learn and are aware of systems within the school which support safeguarding, including their role within the early help process. This includes being able to identify emerging problems to recognise children who may benefit from early help. All staff, and those involved in regulated activity, are able to identify concerns early and provide help to children to prevent concerns from escalating.

All staff should be aware that children may not feel ready or know how to tell someone if they are being abused, exploited or neglected. They may not recognise their experiences as harmful, as

they may consider it 'the norm'. Additionally, children may feel embarrassed, humiliated or threatened. This could be due one of, or a combination of the following: age, vulnerability, disability (including difficulties with speech and language), sexual orientation or language barriers. Staff should know in the first instance to raise their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

14. Good Practice guidelines and staff code of conduct

All staff, governors and volunteers complete a full safeguarding induction before beginning work within school. All staff will read and sign to say they have understood Part 1 and Appendix A of Keeping Children Safe in Education 2022. All staff receive regular and ongoing safeguarding training, so that they are aware of and alert to the signs of abuse. Visitors are all made aware of the school's procedures and key staff before entering the school building.

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, always, what is in the best interests of the child
- maintain an attitude of 'it could happen here' with regards to safeguarding
- reading and understanding the school's child protection policy, behaviour policy, guidance documents on wider safeguarding issues, Code of Conduct, Allegations of Abuse, Whistleblowing, Acceptable Use, Social Media and Child Images policies.
- recording and referring all concerns about a pupil's safety and welfare without delay to the DSL, or, if necessary directly to police or children's social care.
- treat information sensitively and with confidentiality. Never promise to 'keep a secret'.
- 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 who they can approach if they are worried or have concerns.
- encouraging positive, respectful, and safe behaviour among pupils
- being alert to changes in pupils' behaviour and attendance patterns, that this may be a sign that they are suffering harm or that they have been traumatised by abuse
- recognising that challenging behaviour may be an indicator of abuse
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- support pupils in line with their Child Protection/Child in Need/CLA plans
- liaise with other agencies that support pupils and provide early help

- understanding of, and compliance with, values, procedures and statutory guidance as outlined in KCSiE 2022.
- plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- follow whistleblowing and allegations procedures as appropriate if the disclosure is about a member of staff, governor or visitor

15. Governor Responsibilities

- hold strategic leadership responsibility and comply with the duties under 'Keeping Children Safe in Education' responsibilities
- ensure one of their members is nominated to liaise with the Trust, the Local Authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Head Teacher or member of the Governing Body;
- ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2022, 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.
- ensure that all staff and volunteers are aware of the indicators of abuse and neglect as outlined in KCSiE, 2022 – paragraph 21-30. This includes abuse, physical abuse, emotional abuse, sexual abuse and neglect;
- 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 harmful incidents.
- be alert to the growing concerns linked to contextual needs and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such risks and adopt proactive practice to address concerns locally and within the community.
- ensure there is no period where there is no appointed safeguarding governor. E.g. after a member resigns and before another is appointed. If necessary, a governing body will provide a transition period where there will be two appointed governors;
- ensure that the school has a child safeguarding policy, Single Central Record, operates Safer Recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply with the Local Authorities Safeguarding Board - Local Authority Designated Officer (LADO);
- ensure that the school creates a culture of Safer Recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2022;

- ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly trained (including online) and updated to ensure that safeguarding remains a priority.
- ensuring that temporary staff, visitors and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- ensure staff, Governors and volunteers are aware of the 4 types of indicators of abuse/neglect;
- ensure that the school has appointed a member of staff of the school's leadership team to the role of Senior Designated Safeguarding Lead;
- ensure the school keeps an up to date Single Central Record of pre-employment checks, specifying when the check was made and when it will be renewed;
- monitor the adequacy of resources committed to child safeguarding, and the staff and governor training profile;
- recognise that neither it, nor individual Governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff);
- make sure that the child safeguarding policy is available to parents and children on request.
- ensure appropriate statutory policies are in place to allow for appropriate action to be taken in a timely manner, including: child protection policy, behaviour policy, code of conduct and appropriate safeguarding arrangements (**Note: Some associated policies may be Trust wide*)
- ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.
- ensuring appropriate filters and monitoring systems are in place and monitored regularly to review effectiveness in order to protect children online and to ensure children are taught about keeping safe online through the curriculum.
- ensure awareness of the Governing Body's obligations under the Human Rights Act 1998 (Refer to paragraphs 83-85 of KCSiE 2022), The Equality Act 2010 (including Public Sector Equality Duty) (Refer to paragraphs 86-93 of KCSiE 2022) and their local multi-agency safeguarding arrangements
- ensure, where reasonably possible, that school holds more than one emergency contact for each pupil

Responsibilities: The Law

Governing Bodies are aware of their obligations under the Human Rights Act 1998, The Equality Act 2010 (including Public Sector Equality Duty).

Scotholme Primary School strives to respect and protect an individual's human rights when making decisions about them. Under the Human Rights Act, it is unlawful for our school to act in a way that is incompatible with certain specific convention rights. These being:

- the right to freedom from inhuman and degrading treatment
- the right to respect for private and family life includes a duty to protect individuals physical and psychological integrity
- all rights and freedoms set out in the Act must be protected and applied without discrimination, and
- the right to education

Under the Equality Act 2010 our school will not unlawfully discriminate against people on the basis of any of the identified protected characteristics. In the context of our safeguarding approaches and the promotion of pupil welfare careful consideration has been applied to supporting children with particular protected characteristics, including disability, sex, sexual orientation, gender reassignment and race. Examples of the types of considerations the school has taken include the duty to make reasonable adjustments for curriculum accessibility or alteration of curriculum content to take positive action to support those affected, e.g. girls if there was evidence they were being disproportionately subjected to sexual harassment, allocation of a 'trusted adult' for pupils who are/or perceived to be LGBT to confide in safely.

Our school strives for compliance with the Public Sector Equality Act through our functions to eliminate unlawful discrimination, harassment and victimisation to advance equality of opportunity and foster good relations between those who share a protected characteristic and those that do not.

16. Staff Training

All, including new, staff are aware of the safeguarding systems and these are explained to them as part of staff (annual) induction, which includes our Child Protection Policy, the Employee Code of Conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2022 (Refer to pg. 9 of this document 'Providing support to new member of staff as part of induction') It is essential 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.

Our school utilises an annual checklist when staff are inducted which includes the above, but also other policy and procedural information. Staff sign to confirm that they have not only read the information, but understood it too.

All our staff receive safeguarding and child protection training which is updated annually. In addition, to this training all staff members receive child protection and safeguarding updates when required (through emails, newsletters, SLT minutes and INSET training). Staff also undertake online Safeguarding Training linked to statutory documentation and thematic safeguarding approaches.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments (Refer to pg. 9 'Providing support for all staff').

Governors receive appropriate safeguarding and child protection (including online) training at induction and more formally on an annual basis. Governance agendas consistently contain safeguarding items. This training and coverage is designed to equip governors with the knowledge to provide strategic challenge to test and assure themselves that safeguarding policies and procedures are effective and robust.

17. Allegations against staff

As a school, we ensure that procedures are in place to deal with allegations of abuse against teachers, other staff, including volunteers and supply staff that indicate that they:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This could be when a person has been involved in behaviour outside of school (this may not directly involve children) which might make them unsuitable to work with children.

When an allegation is made against a member of staff, our procedures set out in the policy for dealing with allegations against staff, must be followed. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO).

If an allegation is made two main aspects will be considered:

- 1) Looking after the welfare of the child – the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse (described below)
- 2) Investigating and supporting the person subject to the allegation

In the event of any complaint or allegation against a member of staff, the Head Teacher (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 (or equivalent), the CEO, Head of HR and the Chair of Governors will be informed without delay as well as the Local Authority Designated Officer. The governor with responsibility for safeguarding is Elaine Fox. Contact details are available from the school office or on page 6 of this policy.

If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Under Keeping Children Safe in Education guidance, it is made clear that all staff should know how to make a referral.

Before contacting the LADO, school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. If the allegation made against a member of staff (either paid or unpaid) meets the criteria for a referral to the LADO, then the Head Teacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of Keeping Children Safe in Education (KCSiE 2022). In all cases involving pupils the LADO will be contacted by the Head Teacher/Designated Safeguarding Lead and a discussion will take place to decide whether:

- no further actions are needed, in which case the justification should be recorded by the Complaint Lead and the Designated Officer(s) and an agreement on what information should be put in writing to the individual concerned and by whom
- a strategy discussion should take place in accordance with the statutory guidance [Working Together to Safeguard Children](#)
- there should be immediate involvement of the police or social care.

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 Trust policies, this may include disciplinary policy, code of conduct, acceptable use and social media. The Head Teacher will be the ultimate decision maker on the most appropriate course of action to be taken. This may be done in collaboration with others, such as the Designated Safeguarding Lead. Considerations of any further training or further action will be carried out. Where school is in any doubt as to whether the information meets the 'harm' threshold they will contact the LADO team.

The term 'low level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door

Any such concerns about a member of staff, supply staff, volunteer or contractor, including those which do not meet the harm threshold are shared responsibly with the Designated Safeguarding lead and the Head Teacher, and recorded and dealt with appropriately. Where supply staff and contractors are employed separately the school will notify their employers. Doing so will ensure that they are dealt with effectively, also protect those working in or on behalf of the school from potential false allegations or misunderstandings. The Designated Safeguarding Lead and/or Head Teacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses.

All low-level concerns will be recorded in writing, including the details of the concern, the context and actions taken. The name of the individual sharing their concern will also be noted where possible.

For further information, please see our Trust 'Allegations of Abuse Against Staff Policy' (2022). This is available from the Trust website <https://www.shine-mat.com>. Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

18. 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. All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher.

The aim of the Whistleblowing procedures is to provide an internal mechanism for reporting, investigation and remedying any wrongdoing in the workplace. In most cases the employee should not find it necessary to alert anyone externally. The law recognises that in some circumstances it may be appropriate for the employee to report his/her concerns to an external body such as a regulator. General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#) and the [NSPCC's what you can do to report abuse dedicated helpline](#). Staff may also report their concerns directly to children's social care, NSPCC Whistleblowing advice line (0800 0290285) or the police if they believe direct reporting is necessary to secure action.

For further information, please see our Trust 'Whistleblowing Policy' (2022). This is available from the Trust website <https://www.shine-mat.com>.

19. 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 Trust 'Allegations of Abuse Against Staff Policy' (2022). This is available from the Trust's website – <https://www.shine-mat.com>

20. 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. Reasonable adjustments, in line with duties under the Equality Act 2010, for these groups will also be considered. Where possible these will be identified on individual risk assessments. For further information, please see our academies 'Positive Handling Policy'. This is available on our website.

21. Safer Recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2022) and the Safeguarding Partnerships by carrying out the required checks and verifying the applicant's identity, qualifications and work history. A social media background check may also be completed as part of the application/ shortlisting process. The Trust's Safer Recruitment policy and procedures set out the process in full. 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. The school maintains a single central record of recruitment checks undertaken.

22. 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.

23. Site security

Visitors to the school are asked to sign in and agree to abide by our safeguarding rules. They are given a badge. Parents who are visiting the school for one-off school events (e.g. sports days, assemblies etc.) do not need to sign in. The Head Teacher or DSL will exercise professional judgment in determining supervisory levels and whether any additional provisions need to be put into place.

24. 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)

25. Opportunities to teach Safeguarding

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

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

Our school actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse, e-safety incidents and reduce the risk of pupils suffering any sort of harm/abuse now and in the future by:

- creating a culture of a 'zero tolerance' approach to harassment and abuse;
- creating conditions in which our pupils can aspire to and realise safe and healthy relationships; through a planned programme of SRE and PHSE (see SRE Policy 2022 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 **child on child** 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.
- 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.

The guidance can be found here <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Part Two: Child Protection Procedures

1. Identifying Concerns

All members of staff at Scotholme Primary School maintain an attitude of 'it could happen here' where safeguarding is concerned and will always act in the best interests of the child.

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. The Designated Safeguarding will be informed and will make decisions concerning the follow up actions. It should be noted that if a member of staff does not agree with the actions of the DSL, they have the right to take the matter further and refer to social care but will need to inform school of their actions. The DSL will also ensure the concern is properly recorded.

2. 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. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone. Abuse and neglect can also be where a child is the victim or witnesses abuse occurring to someone else in their present e.g. Domestic Abuse. Knowing what to look for is vital to the early identification of abuse and neglect, and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Keeping Children Safe in Education (DfE 2022) refers to four categories of abuse. These are set out at Appendix A of this policy along with indicators of abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments, including online. 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, sexual abuse, serious youth violence and county lines. Annex A of Keeping Children Safe in Education contains important additional information about specific forms of abuse and safeguarding issues.

This includes:

- Child Abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child financial Exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Female Genital Mutilation (FGM)
- Preventing radicalisation
- Child-on-Child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- Online
- Modern slavery
- Mental health

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All staff should be aware that children may not feel ready or know how to tell someone if they are being abused, exploited or neglected. They may not recognise their experiences as harmful and children may feel embarrassed, humiliated or threatened.

All staff must act on any concerns immediately and report any concerns they have about a child's welfare, to the Designated Safeguarding lead (or deputy).

3. 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 immediately. Our staff recognise the difference between a general concern about a child and an urgent concern which needs to be acted upon with immediate action before the end of the school day to prevent a child from suffering harm.

Key points for staff to remember for taking action are:

- report your concern as soon as possible to the DSL, both verbally and by using CPOMS.
- 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

If a meeting is required about a child, staff will be asked to provide relevant information linked to areas such as academic attainment/progress, behaviour, attendance etc.

Staff should report concerns via CPOMS to record incidents (see appendix E for guidance). If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should report their concerns to the DSL immediately. Staff will reassure the victim that they are being taken seriously, regardless of how long it may have taken them to come forward. Abuse that happens online and/or outside school will be treated with equal seriousness.

4. Pupil Disclosure

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 think 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. Do not promise confidentiality, reassure the pupils that they have done the right thing and who you will have to inform
- report concerns to the DSL
- complete the referral form via CPOMS as soon as possible
- seek support if they feel distressed.

5. Recording information

- all concerns should be reported using CPOMS] within 24 hours.
- all staff members have a secure password to access to CPOMS from any web enabled device that is linked using a school email address. Personal email addresses are not to be used.
- if the concern is urgent then this should be recorded promptly and flagged as urgent.
- all concerns should be followed up with a conversation with a DSL, urgent concerns should be followed up with a conversation immediately.
- all concerns should be logged before you leave the premises on that day.
- all concerns should be categorised consistently with the agreed school categories.
- for those staff members who do not have access to CPOMS or where temporary factors prove preventative to its use, a paper version of the form will be available at all times and must be completed and returned to the DSL. Paper forms are located on the safeguarding board outside the head teacher and deputy's rooms and on the safeguarding board in the staffroom.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information is kept confidential and stored securely via CPOMS. Records should include:

- a clear and comprehensive summary of the concern. Note the date, time, place and context of disclosure or concern, facts and not assumption, opinion or interpretation. Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- if there is an observation of bruising or an injury try to record detail, e.g. "right arm above elbow" and the body map must be used on CPOMS (paper body maps may be used and uploaded to the file). **Do not take photographs.**
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy)

6. Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and, in some instances, the DSL may ask you to contact 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.

7. Referring to Children's Social Care

If required, information will be shared with children's social care immediately. Where a child is suffering, or is likely to suffer harm, the referral will to Children's Social Care will be made immediately. They will liaise with the school and possibly other agencies, such as the police where required. School may contact the police in an emergency or advised to by social care.

8. Multi-Agency Working

School has a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors ensure that the school or college contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).

Safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that school understands its role within the local safeguarding arrangements. Governing bodies, proprietors, and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies.

Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published

arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

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

9. Identifying Children who may benefit from Early Help

Keeping Children Safe in Education (KCSiE 2022) 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 Keeping Children Safe in Education (KCSiE 2022) highlights that all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- 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 or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- 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;
- has returned home to their family from care;
- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

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. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. 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.

10. 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.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. Staff should be proactive in sharing information by raising any concerns on CPOMS as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

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.

The government have published a [data tool kit](#) which is guidance to support schools with data protection activity including compliance with the GDPR.

11. File Management & Transfer Procedures

At Scotholme Primary School we use an electronic management and recording system for safeguarding called CPOMS. Information sharing decisions will be recorded, whether or not the decision is taken to share. Child protection information will be stored separately via CPOMS, 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 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 CPOMS 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 CPOMS. All receipts are sent to the outgoing school. A log of any conversation with the DSL of the previous school is kept on CPOMS.

When a child leaves the school, a copy of the safeguarding file is printed and sent to the new school via recorded delivery, alongside a delivery receipt. Where possible information transfers will be done securely online. For 'outgoing' children child protection files shall be transferred as soon as possible, but within 5 days for in-year transfers or within 5 days of the start of a new term. A record of any handover conversation is also kept. For any ongoing safeguarding concerns with a child, a meeting or handover in advance of the child leaving school may be carried out so support can be in place when the child arrives at the school. Files can be sent electronically to schools with

CPOMS. In some cases, files are hand delivered. In these cases, they are packaged securely and kept within a tamper proof bag.

Why is all of this important?

Scotholme Primary School realises the importance of its' role to ensure children receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare.

Part Three: Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. 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 D, gives examples of additionally vulnerable groups that we as an Academy, 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.

Safeguarding issues all staff should be aware of include:

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. In our admission pack, school will ask parents who is able to collect their children from school and this is updated every September when the data sheets are sent and collected with this information on. No child from year 4 or younger can go home alone. Parents have the responsibility to inform school if there is a change of circumstance in who can collect the children.

For year 5 and 6 children, parents can choose to let their children walk to school and home on their own. A letter is sent at the start of the year to these year groups, which must be returned with the relevant information.

If someone turns up who is not our acceptable list and parents have not informed school beforehand about somebody new collecting their child, the school office will ring parents to seek permission for this new person to collect the children. Children and families are either collected from class, the hall or the office and are supervised at the collection time by staff.

1. Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people (CSE) under 18 is defined as that which:

‘involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.’

CSE is a form of sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (e.g. rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. Child sexual exploitation can also occur through the use of technology without the child’s immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability’ (Department for Education, 2012)

Who is at risk?

Child sexual exploitation can happen to any young person from any background. CSE can occur over time or be a one-off occurrence, which may happen without the child’s immediate knowledge. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from

coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue. Full details can be found on page 140 of KCSIE 2022 which gives further guidance.

2. 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 for:

- 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.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, shoplifting or pickpocketing. Data shows children as young as 8 can become victims of CCE.

3. Child Financial Exploitation

Child financial exploitation may accompany other forms of exploitation, abuse and violence. For example, financial exploitation can be a feature of modern slavery, sexual exploitation and county lines activity, and may be used to control the victim (or their families) and prevent them from leaving the exploitative situation.

4. County Lines

Page 141 of KCSIE, 2022 document highlights how children can be at risk of exploitation in a geographically widespread form of abuse relating to drug and gang cultures. Children are moved around the area and in some cases across the country to carry drugs, money and other illegal activities. Further information is available in the document produced by the [Home Office - Criminal Exploitation of children and vulnerable adults: County Lines guidance](#).

5. Preventing Radicalisation

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

Statutory guidance has been published and is available here:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Schools have a duty to prevent children from being drawn into terrorism.

The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. Staff will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force. Governors and leaders will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour. The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- refusal to engage with, or becoming abusive to, peers who are different from themselves.
- becoming susceptible to conspiracy theories and feelings of persecution.
- changes in friendship groups and appearance.
- rejecting activities they used to enjoy.
- converting to a new religion.
- isolating themselves from family and friends.

- talking as if from a scripted speech.
- an unwillingness or inability to discuss their views.
- a sudden disrespectful attitude towards others.
- increased levels of anger.
- increased secretiveness, especially around internet use.
- expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- accessing extremist material online, including on Facebook or Twitter
- possessing extremist literature.
- being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong. Staff should always take action if they are worried. All staff are responsible as individuals to report any concerns.

6. Female Genital Mutilation (FGM)

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

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

Symptoms of FGM

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

Potential indications that FGM may have already taken place may include

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

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

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. (KCSIE 2022 paragraph 44).

7. Honour based violence

So-called 'honour-based' violence (HBV) encompasses 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. All forms of so-called HBV are abuse and illegal in the UK (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

8. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff

however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a concern about a child mental health it needs to be raised on accordingly so next steps of support for that child can be put in place where possible.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

9. Child-on-Child Abuse

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

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal (including written online) as well as physical abuse, which can happen inside and outside of school. Staff must challenge inappropriate behaviours between peers. Child-on-Child abuse will not be tolerated or passed off as part of "banter", "just having a laugh" or "growing up". Downplaying certain behaviours can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that Child-on-Child abuse can manifest itself in many ways such as, but not limited to:

- bullying (including cyberbullying, prejudice-based discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- 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;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);

- 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 (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In cases where Child-on-Child abuse is identified we will follow the procedures laid out in our Child-on-Child 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. It may be that offering support and disciplinary actions may occur at the same time, for instance in the case of the perpetrator.

Our Child-on-Child abuse policy includes the following information:

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

Our Child-on-Child abuse policy covers all aspects of Child-on-Child abuse but concentrates on abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-peer abuse as set out in KCSiE (September 2022) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) 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.

10. Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. Incidents of this nature could happen inside, outside of school or online. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Staff should be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment, and more likely it will be perpetrated by boys. Regardless of the sex of the victim, they 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 (pages 110 and 111 of KCSiE outlines possible support mechanisms for the victim). Abuse that occurs online or outside of the school should not be downplayed and treated equally seriously. A child may not disclose directly, and staff must be vigilant, and rather than waiting for a disclosure recognise that young people may not always make a direct report. Information may come from overheard conversations or observed behaviour changes.

Scotholme Primary has a clear system in place for children to confidentially report abuse, knowing their concerns will be treated seriously. These are:

- If possible, managing reports with two members of staff present (preferably one should be the DSL)
- Where the report includes an online element, being aware of [searching screening and confiscation advice \(for schools\)](#) and [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff will only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not

asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;

- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. School is aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school will be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children’s social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school’s or college’s approach to supporting and protecting their pupils and students and updating their own risk assessment.

Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Via training and sharing of

key policies the school aims to ensure a calm, considered approach is taken. This will be done on a case by case basis. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between children;
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The school is committed to working with safeguarding partners in managing such scenarios, in line with statutory guidance [Working Together to Safeguard Children](#).

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or person who made the allegation is in need of help or may have abused someone else and this is a cry for help. The school may consider whether the behaviour policy will be introduced at this stage.

11. Upskirting

'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 sex, can be a victim.

12. Serious violence

Schools are important places where important interventions can take place to prevent negative behaviour, such as young people carrying a knife. Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched.

Preventing violence in schools and colleges can require a mix of universal, targeted or specialist interventions. School leaders should be able to:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime.

Risk factors strongly associated with serious youth violence may include:

- involvement in anti-social behaviour
- substance usage
- aggression
- truancy/running away
- high or irregular attendance patterns
- low academic ability/learning disability

Further advice and information relating to this area is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

13. Contextual Safeguarding

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, 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.

At Scotholme Primary school the major areas of risk for our children are the following:

1. Neglect – children basic needs not being met whether through school attendance or social and emotional needs at home.
2. Domestic Abuse – witness and being involved in
3. Gang Violence and Drugs

We are also aware that in some of our families there may be an imbalance of expectation aspirations for children of different genders.

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.

14. Domestic Abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic/financial abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

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. Experiencing domestic abuse and/or violence can have a serious, long lasting impact on children's health, well-being, development and ability to learn. 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](#) operates in all 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 immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

15. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- being asked to leave their property

In most cases the school will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

Where staff are concerned that a child might be at risk of being/becoming homeless, they must contact the Designated Safeguarding Lead as a matter of urgency.

16. Children Missing in Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. There are many circumstances where a child may become missing from education, but some are particularly at risk. These include children who:

- are at risk of harm or neglect
- come from Gypsy, Roma, or Traveller families
- come from families of service personnel
- go missing or run away from home or care
- are supervised by the youth justice system
- cease to attend school
- come from new migrant families
- at risk of becoming, or are identified as homeless

The DSL, in conjunction with the attendance team, will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions, leaves school without a new school being named and 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. At least two different contact numbers will be held on file for a child which can be accessed and used by the school in case of an absence/emergency.

The attendance team in school consist of Carl Hollis Attendance Lead, Razia Akhtar Parent Support Worker, Steph Jones School Receptionist and Dean Grimshaw, School Business Manager. They work in conjunction with class teams

17. Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home. Scotholme Primary School will obtain written confirmation of this in line with DFE expectations and appropriate steps will be put in place in response to this decision. A meeting should be held with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

18. Looked After Children

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 and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL has details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. The LAC Lead is Kate Hall Headteacher

19. Online Safety

The government has published a guidance document ['Teaching online safety in school \(DfE, June 2019\)](#). It outlines to schools the importance of helping children and young people not only use the internet safely, but also give them opportunities to learn how to behave online.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- contact: being subjected to harmful online interaction with other users; for example: Child-on-Child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce – risks such as online gaming, inappropriate advertising, phishing and or financial scams.

Scotchholme Primary School is doing all that they reasonably can to limit children's exposure to the above. The school's governing body ensures appropriate filters and appropriate monitoring systems are in place. The Head Teacher/ DSL are notified if the filter has stopped access to a website which would be deemed as potentially harmful/ inappropriate. It is the DSL/Head Teacher'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. If a staff member becomes concerned about a pupil or staff member's online activity, then they should report their concerns following safeguarding reporting procedures or follow the whistleblowing procedures. No child in school should have access to a mobile phone during the school day; children who bring a mobile phone to school must give it to their class teacher so it can be locked away during the day. Staff are not to use any mobile phones in areas where or when children are present. Our e-safety policy covers all aspects of online safety and is compliant with the statutory guidance on online safety & peer-on-peer abuse as set out in KCSiE 2022, as well as considering the DfE guidance 'Teaching Online Safety in Schools' (June 2019). This policy is available from our website.

Where children are being asked to learn online at home, the department has provided advice to support schools and colleges do so safely. See Annex D of KCSiE 2022.

Our school will be in regular contact with parents and carers, through which we will aim to reinforce the importance of children being safe online. Through these communications we will regularly update parents/carers with information about what the children are being asked to do online and associated sites that are in use.

Appendices

Appendix A: Identifying Concerns and the four categories of abuse

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.

Indicators of abuse and neglect

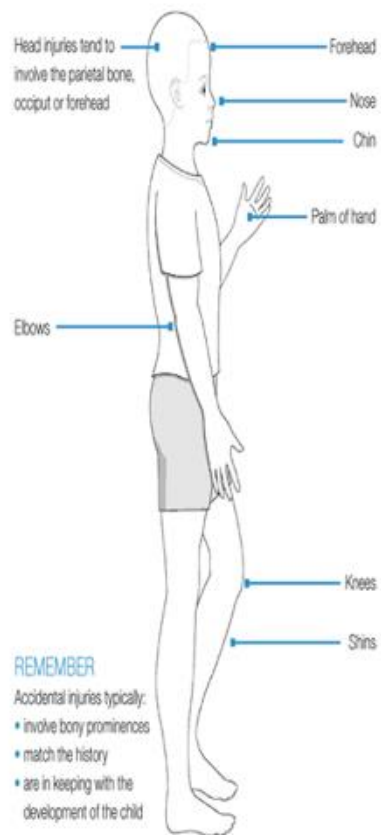
Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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.

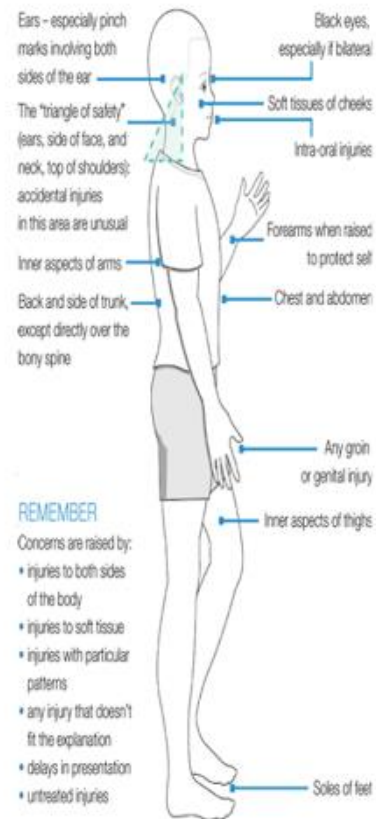
Some of the following signs may be indicators of physical abuse:

- children with frequent injuries;
- children with unexplained or unusual fractures or broken bones; and
- children with unexplained bruises or cuts, burns or scalds; or bite mark
- parent gives an explanation inconsistent with the injury or gives several different explanations.
- children with aggressive behaviour

Typical features of accidental injuries



Typical features of non-accidental injury



Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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.

Signs of 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.

Some of the following signs may be indicators of emotional abuse:

- children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- parents or carers blaming their problems on their child; and
- parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.
- developmental delay, attachment issues, aggressive behaviour, watchfulness or stillness
- low self-esteem, withdrawn or loner, difficulty in forming relationships.

Sexual Abuse: 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- children who display knowledge or interest in sexual acts inappropriate to their age;
- children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- children who ask others to behave sexually or play sexual games; and
- children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.
- self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – Sports/PE
- pain or itching in genital areas, blood on underclothes, bruising in genital region and / or inner thighs.

Neglect: Neglect is 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 following signs may be indicators of neglect:

- children who are living in a home that is indisputably dirty or unsafe;
- children who are left hungry or dirty;
- children who are left without adequate clothing, e.g. not having a winter coat;
- poor attendance or non-attendance at school;
- children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- children who are often angry, aggressive or self-harm;
- children who fail to receive basic health care; and
- parents who fail to seek medical treatment when their children are ill or are injured.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons

it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

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.

Departmental advice 'What to do if you are worried a child is being abused - Advice for practitioners' provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Appendix B - Terminology

Child includes anyone under the age of 18.

Must - We use the term “must” when the person in question is legally required to do something

Should – we use the term ‘should’ when the advice set out should be followed unless there is good reason not to.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Deputy DSL refers to the deputy designated safeguarding lead at the school

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Local Authority Designated Officer (LADO)- is set out in HM Government Guidance Working Together to Safeguard Children (2019). It someone involved from the initial phase of the allegation through to the conclusion of the case.

Regulated Activity - In summary, a person will be engaging in regulated activity with children if, as a result of their work, they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children;
- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

Supervision – the act of watching a person, group or activity and making certain that everything is done correctly, safely etc.

Appendix C - Contact Details

Role in school	Contact Details
School Senior Designated Safeguarding Lead	Kate Hall 0115 9781968 headteacher@scotholme.nottingham.sch.uk
School Deputy Designated Safeguarding Lead	Carl Hollis 0115 9781968 deputyhead@scotholme.nottingham.sch.uk
Other School Designated Safeguarding Leads	Lucy Bowden SENDCO Dean Grimshaw SBM Sean Hall AHT
Designated Governor for Child Protection/Safeguarding	Elaine Fox 0115 876 4540 Elaine.Fox@nottinghamcity.gov.uk
Nottingham City Local Authority Specific	
LA Safeguarding Children in Education Officer	Gillian Quincey 0115 8765698 Gillian.quincey@nottinghamcity.gov.uk
LA 'Local Authority Designated Officer'	Richard Powell 0115 8764747 Rich.powell@nottinghamcity.gov.uk
Social Care/MASH/Duty Teams/Advice Line/Police Support	Social Care 0115 876 4800 candfdirect@nottinghamcity.gov.uk
National Helplines	
Female Genital Mutilation National Helpline	08080283550
Prevent National Helpline	02073407264 counter.extremism@education.gsi.gov.uk
NSPCC Whistle Blowing Advice Line	08000280285
Forced Marriage Unit	020 7008 0151 or email fmu@fco.gov.uk .
Modern Slavery Helpline	0800 0121700 www.modernslaveryhelpline.org
NSPCC Website	www.nspcc.org.uk
Mental Health Support in Schools	https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
Public Health England	https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview

Appendix D - Children who may be particularly vulnerable KCSiE 2022

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
- children who need a social worker
- elective home educators
- children requiring mental health support
- looked after children and previously looked after children
- 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 in 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

Part Four Local Guidance

Management log

Document	Safeguarding & child protection – local procedures
Author	Rob Lord
Person responsible for the document	Rob Lord
Date approved	
Date issued	1 September 2022
Review period	Annually
Next review	Summer 2023
Reviewer	Chair of the Board on behalf of the LGB

Document history

Version	Date authored	Author	Date approved	Date issued	Comments
V1	September 2018	Rob Lord	25 September 2018	2 October 2018	To secure our academies safeguarding procedures
V2	October 2019	Rob Lord	17 October 2019	18 October 2019	Review of our academies safeguarding procedures in light of the updates in KCSiE
V3	March 2020	Rob Lord	30 March 2020	30 March 2020	Revised to ensure we have measures in response to the coronavirus national pandemic (appendix 4)
V4	July 2020	Rob Lord	24 August 2020	1 September 2020	Revised to reflect changes to KCSiE 2020 and effective from 1 September 2020
V5	July 2020	Rob Lord	27 July 2021	1 September 2021	Revised to reflect changes to KCSiE 2021 and effective from 1 September 2021
V6	July 2022	Rob Lord Chair of the DSL and		1 September 2022	Revised to reflect changes to KCSiE 2022 and effective from 1 September 2022 New template used.

Designated Safeguarding Leads & Governor	
Name	Contact
Kate Hall	headteacher@scotholme.nottingham.sch
Carl Hollis	deputyhead@scotholme.nottingham.sch.uk
Sean Hall	s.hall@scotholme.nottingham.sch.uk
Lucy Bowden	l.bowden@scotholme.nottingham.sch.uk
Dean Grimshaw	admin@scotholme.nottingham.sch.uk
Safeguarding Governor	
Elaine Fox	elaine.fox@nottinghamcity.gov.uk

The Designated Safeguarding Lead is responsible for safeguarding and child protection at **Scotholme Primary School**. The key role of the Designated Safeguarding Lead is to:

- manage referrals from academy staff or any others from outside the academy
- work with external agencies and professionals on matters of safety and safeguarding
- undertake training
- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the pupil's new academy

Reporting Concerns – When Staff in Academy have a concern about a child they should:

- complete a concern report on CPOMS- child protection online monitoring system
- if the staff member is unable to access CPOMs, they can complete a concern in writing
- paper concern forms can be found in the staffroom, at the school office or in any of the Designated Safeguarding Leads' offices
- the DSL should be informed- through CPOMs or by handing a paper concern form directly to them

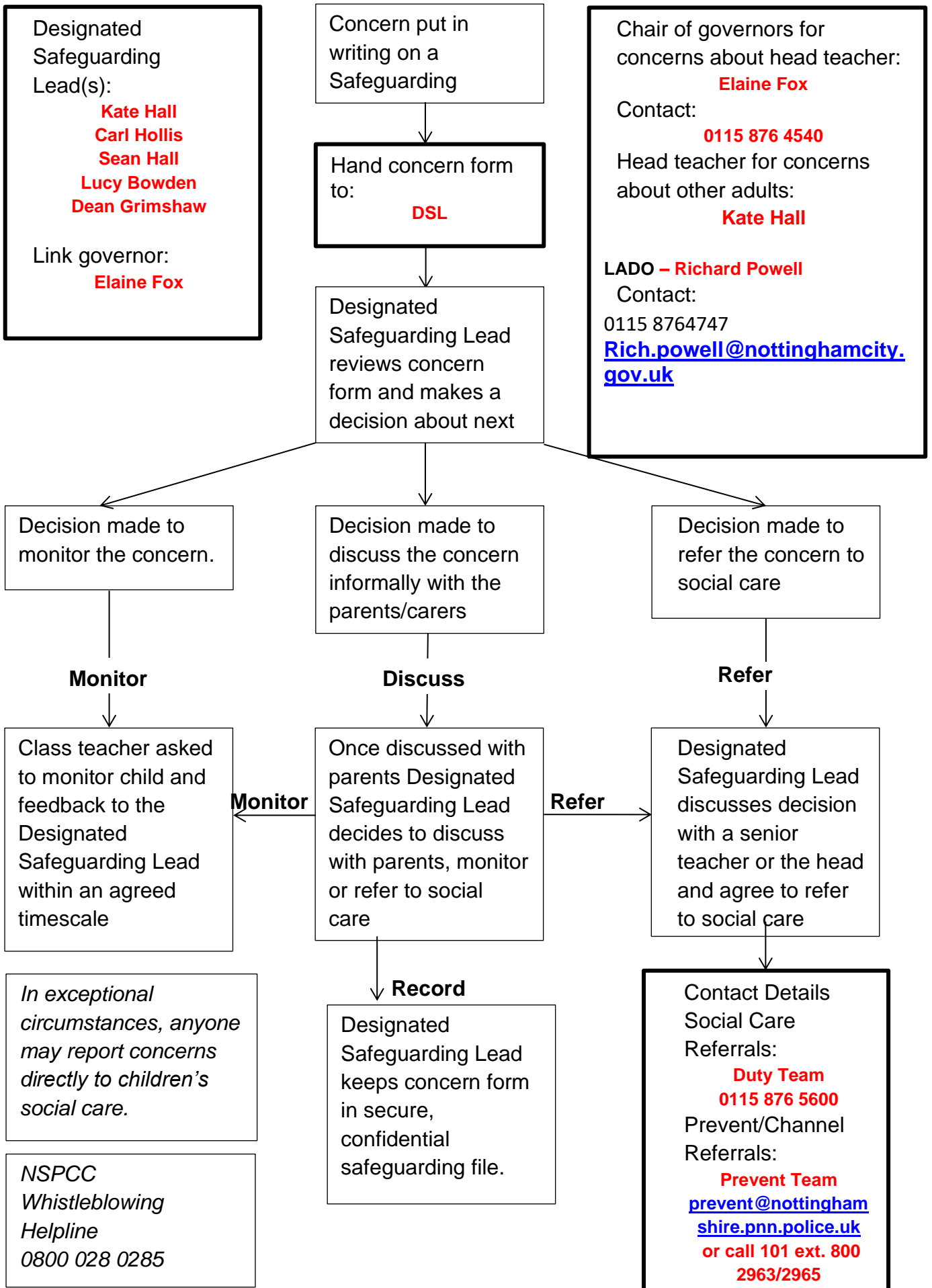
At **Scotholme Primary School** we recognise the possibility that adults working in the academy may harm children. Any concerns about the conduct of other adults in the academy should be taken to the Headteacher without delay (or where that is not possible, the DSL) and concerns about the Headteacher should go to the Chair of Governors who can be contacted by email via our clerk to the Board clerk@shine-mat.com

WHISTLEBLOWING

Where there are concerns about the way safeguarding is carried out in the academy, staff should refer to the Whistleblowing Policy. A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed.
- a legal obligation has been breached.
- there has been a miscarriage of justice.
- the health and safety of any individual has been endangered.
- Link <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>



FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



In the above flowchart changes can be made in any of the steps to assure they are correct for the individual school and the flowchart highlights each step-in safeguarding decisions within the academies.

Please attach an image of the concern forms use within your schools below with labels highlighting the important areas of details.

Injury Details:

<p>Front View</p> 	<p>Back view</p> 
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Outcome

DSP Name: _____ Date ~~Recorded~~ _____

Action Taken:

No action/ continue to monitor

Discussion with carers/ student

CAF initiated


Referral to Children Social Care

Other: _____


Signed: _____

Date: _____

DSP comments:



Safeguarding Concern Form



Name of student: _____ DOB: _____

Name of School: _____

Nature of concern:

Physical Sexual Emotional Neglect

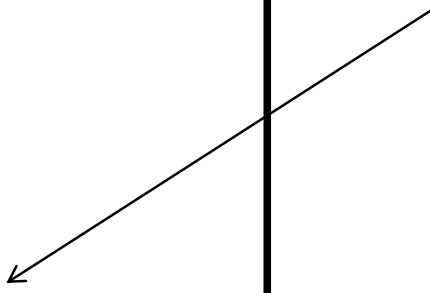
Other: Please specify _____

Concern recorded by: _____ Date: _____

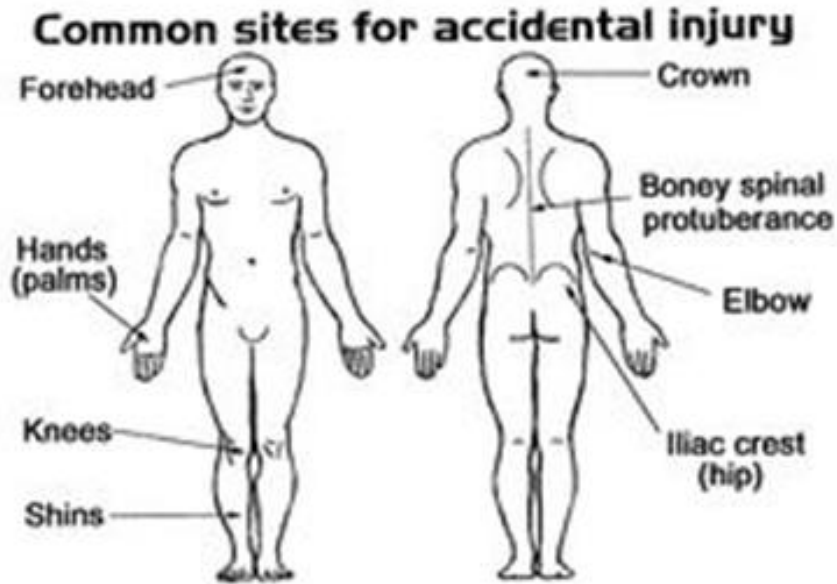
Location: _____ **Safeguarding** _____

Reasons/Identify factors of concern/ disclosure:

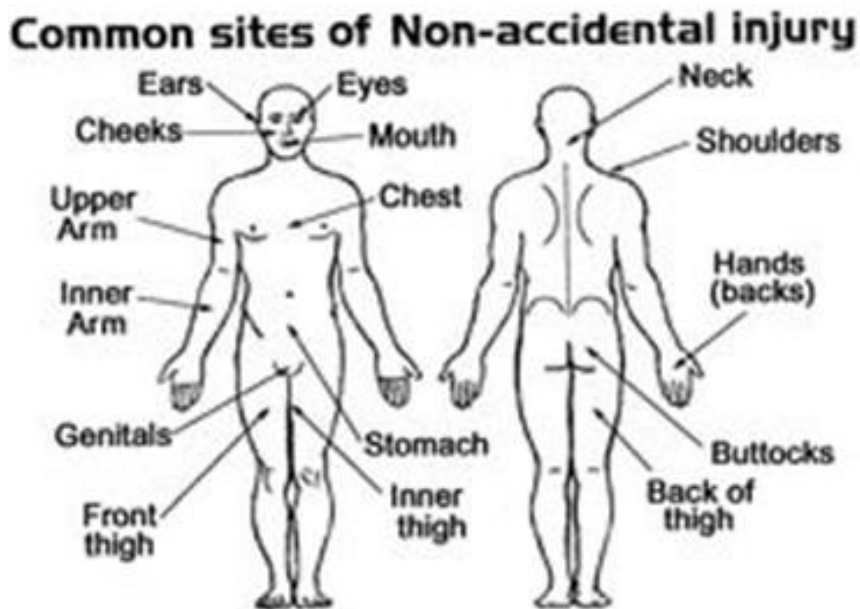
Permission:
If applicable, has the young person disclosing been made aware that any information that highlights a Risk of Significant Harm will have to be forwarded to the relevant agency: YES / NO



Appendix 1 – Common Sites for accidental injury

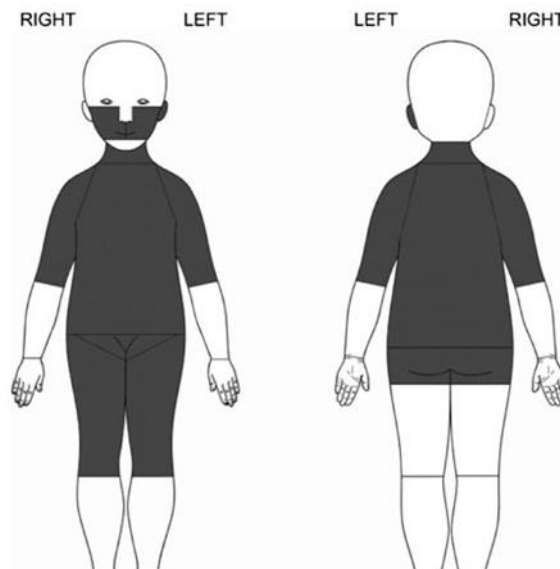


Appendix 2 – Common sites for Non-accidental injuries



Appendix 3 – Common sites of bruising in children where physical abuse has occurred

Regions of the body (shaded area) where bruises were significantly more likely to occur in a child with confirmed physical abuse than in one where physical abuse was excluded.



Appendix 4

Safeguarding COVID-19

This addendum is in response to COVID-19 and we will review and revise as circumstances continue to evolve.

What should staff do if they have any concerns about a child?

Our existing policy is not currently affected by COVID-19. All concerns should still be reported to a DSL

All staff should act on safeguarding concerns with the same continued importance. The information should then be entered into CPOMS and MASH informed if that is required.

What if all the DSLs are unavailable?

In these very unusual circumstances, it is impossible to write for every eventuality. However, all staff should be aware that we have five trained DSL's:

In the event of illness, they should be contacted in the order listed above.

If all DSL's are unavailable the member of staff with concerns should contact:

Mrs J O'Leary	SHINE Multi Academy Trust	Address: Bracknell Crescent, Whitemoor, Nottingham, NG8 5FF Website: https://www.shine-mat.com/our-schools/ Telephone: 07376 800614
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and if that is not possible contact the DSL's in our trust in the following order:

DSL	Academy	Contact
Mr R Lord Or Mr P Bevington Or Miss D Waterfall	Whitemoor Academy	Address: Bracknell Crescent Whitemoor Estate, Nottingham, NG8 5FF Website: www.whitemooracademy.co.uk Telephone: 0115 9786351
Mrs G Bradford Mrs M Neale	Langold Community School	Address: School Road, Langold, Worksop, S81 9PX Website: www.langold-dyscarr.org Telephone: 01909 730396
Mrs J Throssell	Ranskill Primary School	Address: Cherry Tree Walk, Ranskill, Retford, DN22 8LH Website: www.ranskillprimary.co.uk Telephone: 01777 818468

Mrs K Sharpe	Ironville and Codnor Park Primary School	Address: Victoria Street, Ironville, Derbyshire, NG16 5NB Website: www.ironvillecodnorpark.derbyshire.sch.uk Telephone: 01773 602936
Mrs L Mole	John Hunt Academy	Address: John Hunt Academy, London Road, New Balderton, Newark, Nottinghamshire. NG24 3BN Website: https://www.johnhuntprimary.co.uk/ Telephone: 01636 682 007

If you have urgent concerns for a child or suspect that a child has been abused in any way, call 0300 500 80 90.

If you require an urgent response outside of working hours (08:30-17:00), contact the Emergency Duty Team (EDT) on 0300 456 4546.

In an emergency call 999.

To report a crime, call 101.

What arrangements are in place for supporting our children who do not meet the ‘vulnerable’ definition, but if school closure goes on for an extended period, we may have concerns?

All staff to keep in contact with families via Class Dojo, TEAMS and phone calls

Any concerns arising in the messages between staff and parents should be reported to the headteacher or if unavailable the assigned DSL.

All staff must report to the headteacher any family that they have had no contact with the online work platforms or via the phase email address for one whole working week. These children will become priority for well-being phone calls.

Children identified by the headteacher as “possible cause for concern” will have a clear plan of contact outlined by the headteacher and all communication will be recorded on CPOMS. Remember to be mindful that if the screen is visible in non-secure areas, for example, at home, that there can be a data breach, if other members of your family can see it.

All teaching staff will receive an encrypted email with the names of the children the headteacher feels may have “possible cause for concern” if the school is closed for an extended period.

If a class teacher becomes unwell and is unable to post due to illness, they must inform the headteacher.

The most vulnerable children will potentially need a home visit, so that they can be seen in person, by the DSL. (All usual measures around staff safety will be taken into account.) The frequency of the visit will be relative to the risk, as identified in the plan. Aiming to view through a window is appropriate.

Contact phone calls will also be important. While school is open, these calls should be made using school phones, rather than personal devices.

Staff should report to the headteacher any families that inform them that coronavirus has led to unemployment or redundancy and be alert to the potential stress and loss of income. For these parents, there will be some signposting for services posted on the website for them to get support, including from third-sector organisations.

What safeguarding issues do I need to consider when sending videos of myself teaching?

No live webcams messages to children or their families

If you are sending children teaching videos, please ensure:

- you wear suitable clothing, as should anyone else in the household,
- any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background,
- the video should be saved, so that if any issues were to arise, the video can be reviewed,
- videos should be kept short,
- language is professional and appropriate, including any family members in the background.

What arrangements are in place to keep children not physically attending the school safe, especially online and how concerns about these children should be progressed?

Online e-safety links are on the school website, both for parents and children, parents have received a text message to alert them to these links.

<https://www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19>

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

E-safety messages will also be communicated through Facebook, Twitter, Spelling Shed Seneca (KS2 only), TT Rockstars (years 2-6) and the school website.

If you have concerns regarding a child's safety online this should be reported to the DSL.