



CHILD PROTECTION POLICY TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN

INTRODUCTION

Colston Bassett School recognises its responsibilities for safeguarding children and protecting them from harm. This Child Protection Policy will be reviewed by the Designated Safeguarding Lead and Headteacher.

Date of last review: October 2019

Date of next review: October 2020 or in line with new legislation.

Role	Name and contact details
Designated Senior Person for Child Protection	Mrs D E Miller (School Director)
Designated Deputy Person for Child Protection	Mrs C L Newcombe (Headteacher)
LA Safeguarding Children in Education Officer	Cheryl Stollery (0115 8041047)
LA Child Protection contact LADO	Eva Callaghan or covering LADO (0115 8041272)
MASH (Multi-Agency Safeguarding Hub)	0300 500 80 90
Emergency Duty Team (Children's Social Care)	Outside of office hours 0300 456 4546

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

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

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2019 and HM Working Together to Safeguard Children 2018 which are incorporated into this policy.

SAFEGUARDING

Child Protection Statement

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

The procedures contained in this policy apply to all staff, volunteers and Directors and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes; Working Together to Safeguard Children 2018 (page 6).

NB. Children includes everyone under the age of 18 years

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

- Pupils' health and safety and well-being, including their mental health;
- Meeting the needs of children with special educational needs and/or disabilities;
- The use of reasonable force;
- Meeting the needs of children with medical conditions;
- Providing first aid;
- Educational visits;
- Intimate care and emotional wellbeing;
- Online safety and associated issues;
- Appropriate arrangements to ensure school security, taking into account the local context;
- Keeping children safe from risks, harm and exploitation: KCSIE 2019 Annex A.

Safeguarding can involve a range of potential issues such as:

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

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

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

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Designated Safeguarding Lead (DSL). Although we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the DSL or the Headteacher is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school or colleges whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

The Designated Safeguarding Lead (DSL)/Liz Miller, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

THE POLICY

There are five main elements to our policy:

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

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

Colston Bassett School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are trusted adults in the school whom they can approach if they are worried;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
 - Recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
 - Developing healthy relationships and awareness of domestic violence and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse
 - Recognising how pressure from others can affect their behaviour.
 - Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- We will take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies;
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice;
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2019, part four pages 53 – 64) and the NSCP Local Inter-agency Procedures;

- Provide first aid and meet the health needs of children with medical conditions;
- Ensure school site security;
- Address drugs and substance misuse issues;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation;
- Everyone having a duty to safeguard children inside/outside the school environment including school trips.

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

- Ensure we have a Designated Safeguarding Lead (DSL) who is a member of the school's leadership team and a Deputy Safeguarding Lead for child protection who has received appropriate training and support for this role;
- Ensure every member of staff (including temporary staff and volunteers) knows the name of the DSL and the Deputy DSL responsible for child protection and their role;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL or to children's social care/police if a child is in immediate danger;
- Ensure all staff and volunteers are aware of the early help process and understand their role in it;
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously;
- Ensure that there is a complaints system in place for children and families;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations on the school website;
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or parent or appropriate adult linked to the child;
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at child protection conferences;
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- Ensure all records are kept securely; these will be paper files and retained in a confidential file;
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care;
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer;
- Ensure safe recruitment practices are always followed;
- Apply confidentiality appropriately;
- Apply the NSCP escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

SUPPORTING CHILDREN

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

The school will endeavour to support the pupil through:

- The content of the curriculum;
- Maintaining a school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy and anti-bullying policy which is kept up to date with national and local guidelines and is aimed at supporting vulnerable pupils in the school.
- Our school will proactively ensure that all children know that some behaviour is unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents;

- Liaison with other agencies that support the pupil such as Children’s Social Care (in line with the Pathway to Provision Version 8 published in March 2019), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc;
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child’s social worker is informed;
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported.

SAFE STAFF AND SUPPORTING STAFF

- The Headteacher and Directors will ensure that safer working practices are followed according to DfE Statutory guidance ‘Keeping Children Safe in Education’ in force from September 2019 Part Three and advised by the NSCP. Staff will be informed of any changes to practice.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2019 Part Two and maintains a Single Central Record, which is reviewed regularly and updated in accordance with KCSiE 2019 paras 148 to 155.
- Staff will have access to advice on the boundaries of appropriate behaviour within the Colston Bassett School staff handbook and training.
- In the event of any complaint or allegation against a member of staff, the Headteacher (or the Designated Safeguarding Lead if the Headteacher is not present) will be notified immediately. If it relates to the Headteacher, the School Directors should be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated officer (LADO).
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school if requested. Advice and support will be made available by the Safeguarding Children in education Officer (SCIEO) and LADO where appropriate.
- All new employees will be appropriately inducted to their role.

TIMELINES FOR STAFF TRAINING

- Designated Person training: updated within every two years (statutory requirement). Knowledge and skills are also updated annually.
- Whole school training: to be updated within every three years as agreed with the Nottinghamshire Safeguarding Children Partnership. All staff receive safeguarding and child protection updates at least annually.

LINKS TO OTHER POLICIES

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

- *Anti-Bullying and Anti-Harassment Policy*
- *Attendance policy*
- *Behaviour Management Policy*
- *Complaints Policy*
- *Equal Opportunities Policy*
- *E-Safety Policy*
- *Health and Safety Policy*
- *Mobile Phone and Social Networking Policy*
- *NSCP procedures (link in Appendix 1)*
- *Pathway to Provision (link in Appendix 1)*
- *Schools information published on the website*
- *Staff Handbook*
- *Whistleblowing Policy*

POLICY LAST REVIEWED:
OCTOBER 2019

NEXT REVIEW DUE OCTOBER 2020 OR LINE WITH NEW LEGISLATION

THE FOLLOWING APPENDICES ARE A PART OF THIS POLICY

Appendix 1 – Roles and Responsibilities

Appendix 2 – Identifying Concerns

Appendix 3 – Confidentiality

Appendix 4 – Records and Monitoring

Appendix 5 – British Values, The Prevent Duty and Prevention of Radicalisation

Appendix 6 – Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM)

Appendix 7 – Statutory Guidance, Procedures and Associated Responsibilities

Appendix 8 – What to do if you are worried a child is being abused, at risk of harm or neglect

Appendix 9 – Domestic Abuse, Honour Based Violence and Forced Marriage

Appendix 10 – Modern Slavery and Human Trafficking

Appendix 11 – Body Map guidance for schools

APPENDIX 1

ROLES AND RESPONSIBILITIES

EVERYONE

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

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

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

All our staff are aware of systems with our school and these are explained to them as part of staff induction, which include our child protection policy; the staff code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education Part 1.

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

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

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

STAFF RESPONSIBILITIES

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

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns;
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe;
- Attend training in order to be aware of and alert to the signs of abuse;
- Maintain an attitude of "it could happen here" with regards to safeguarding;
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed;
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available;
- Follow the allegations' procedures if the disclosure is an allegation against a member of staff;
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSIE 2019 Part One;
- Support pupils in line with their child protection plan, child in need plan or LAC Care Plan;
- Treat information with confidentiality but never promising to "keep a secret";
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence;
- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help;
- Liaise with other agencies that support pupils and provide early help;
- Ensure they know who the DSL and Deputy DSL are and know how to contact them;

- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

SENIOR MANAGEMENT TEAM RESPONSIBILITIES:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance;
- Provide a co-ordinated offer of early help when additional needs of children are identified;
- Ensure all staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2019 para19 to 24), 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 2019 paras 26 - 30);
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings;
- Carry out tasks 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 are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2019 Part Four), Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

TEACHERS (INCLUDING NQTS) AND HEADTEACHERS – PROFESSIONAL DUTY

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

The Children and Social Work Act of 2017, places responsibilities for designated teachers to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales

DESIGNATED SAFEGUARDING LEAD

We have a Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection and has received appropriate training and support for this role. The DSL is the Liz Miller (School Director).

The Deputy Designated Safeguarding Lead (the Headteacher) will provide day to day additional support to the DSL. Our Deputy Safeguarding Lead has received the training for the role of DSL. This ensures that the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. The Deputy DSL will assist the DSL in dealing with referrals, attending Child Protection Conferences, reviews, meetings and supporting the child/children.

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

RESPONSIBILITIES OF THE SENIOR DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead is expected to:

Manage referrals:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.

Work with others:

- Liaise with the School Directors to inform them of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2019) and the LADO where there are child protection concerns/allegations that relate to a member of staff.

- Liaise with the case manager and the LADO/LADO Allegation officer where there are concerns about a member of staff.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the Local Authority and other agencies in line with Working Together To Safeguard Children 2018 and the local NSCP procedures and guidance
- Ensure all staff feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.
- Ensure all staff have access to and read: the Whole School Child Protection Policy, the staff behaviour/conduct policy and DfE Keeping Children Safe in Education guidance 2016, Part one, as a minimum.

UNDERTAKE TRAINING:

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register to evidence the training.

THE TRAINING UNDERTAKEN SHOULD ENABLE THE DESIGNATED SAFEGUARDING LEAD TO:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 8, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Recognise and identify signs of abuse and understand when it is appropriate to make a referral to children's social care.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Understand the reporting requirements for FGM
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

RAISE AWARENESS:

- Ensure that the child protection policies are known, understood and used.
- Ensure the school's safeguarding and child protection policy is updated and reviewed regularly
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Liaise with the NSCP and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise

CHILD PROTECTION FILE:

The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'concern', 'child protection' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.

AVAILABILITY:

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

HEADTEACHER DUTIES

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the School Directors are fully implemented and followed by all staff.
- The school has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practices with regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with the school's whistleblowing policy.
- The Headteacher will ensure all staff have access to and read and understand the requirements placed on them through:
 - The whole school Child Protection Policy;
 - The staff code of conduct policy;
 - DfE Keeping Children Safe in Education guidance 2018, part one as a minimum.
- The Headteacher will ensure that there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2019.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the Headteacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2019). If the allegation is against the Headteacher, then the School Directors will manage the allegation – see below.

PROPRIETORS/SCHOOL DIRECTORS

The Directors are responsible for ensuring that safeguarding arrangements are fully embed within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working together to Safeguard Children 2018) as well as with local NSCP guidance and monitor the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSIE 2019, Working Together to Safeguard Children 2018 and the recently published HM Government guidance ' Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Designated Safeguarding Lead to take lead responsibility for child protection/safeguarding.
- Ensuring that all staff read and fully understand at least Part One of Keeping Children Safe in Education 2019 as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring there is a training a strategy in place for all staff, including the Head Teacher, so that child protection training is undertaken with refresher training at three yearly intervals. The Designated Safeguarding Lead and all other staff with designated safeguarding responsibilities should receive refresher training at two yearly intervals.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring there are procedures in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).

- Ensuring that if there is an allegation made against the Headteacher that meets the criteria for a referral to LADO then the Directors will contact the LADO immediately (within 24 hours) – see Part Four of KCSiE (2018).
- Ensuring a response if there is an allegation against the Head Teacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the school has the training and resources to manage any concerns or incidents harmful.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community. The school gives pupils in Years 5 and 6 the opportunity to take part in the DARE programme.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Ensuring that peer on peer abuse is included in child protection and safeguarding policy, sexting and the school's response is included and different gender issues that are prevalent in peer on peer abuse.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training when interviewing.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

LOOKED AFTER CHILDREN – THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

- A Designated Safeguarding Lead will have responsibility for promoting the educational achievement of children who are looked after. The Designated Safeguarding Lead will work with the Virtual School Co-ordinator to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
- We also recognise those children who were previously Looked –After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school. 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.

CARE LEAVERS

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

APPENDIX 2

IDENTIFYING CONCERNS

All members of staff will know how to respond to identify pupils who are being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed. Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other.

Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#).

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

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

The four categories of child abuse are as follows:

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

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

Some of the Possible Indicators Could Include:

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

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

Some of the Possible Indicators Could Include:

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

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

Some of the Possible Indicators Could Include:

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

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

Some of the Possible Indicators Could Include:

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

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

Definition:

Up skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Contextualised safeguarding (KCSiE 2019 para 32)

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

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

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

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

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking ,biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery);
- Initiation, hazing type violence and rituals.

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

Children with Special Educational Needs

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

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

Taking action where concerns are identified

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

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Designated Safeguarding Lead to agree a course of action. If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub (MASH) and/or the police immediately by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

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

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

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

APPENDIX 3

CONFIDENTIALITY

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

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to Children's Social Care. When a child is in immediate danger children's social care, the police will be contacted.

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

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

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

Information Sharing

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

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

- DfE KCSIE 2019 para 76 to 83
- HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.
- Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.

APPENDIX 4

RECORDS AND MONITORING

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

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

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

A chronology will be kept in the child's file in ScholarPack prior to the commencement of a concern file. Staff will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

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

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

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known. Colston Bassett School maintains records in each child's own file within ScholarPack. A paper child protection concern file would be made if required.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

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

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

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

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

All 'child protection' or 'safeguarding confidential' files should contain:

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

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

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

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

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

Those schools that use electronic case record management systems should continue to have good dialogue between the Snr Designated Safeguarding Leads to ensure children subject to child protection and safeguarding concerns are well supported. and any transition arrangements or change of school and or education provision should be seamless.

Recording Practice

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

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

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision Version 8 document published in March 2019.

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

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

APPENDIX 5

BRITISH VALUES

The Department of Education have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated by the Prime Minister in 2016. At Colston Bassett School these values are embedded in the ethos of the school and reinforced regularly and in the following ways:

DEMOCRACY

At Colston Bassett School democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions regularly.

The children learn about the principles and values of democracy during their PSHE lessons and have the opportunity to participate in mock elections as part of this curriculum topic. Teaching staff also discuss the principles of democracy with pupils as and when the need arises during normal school activities. Older pupils engage in debates as part of their English lessons and learn to prepare reasoned arguments to present to each other.

The school also has a School Council. Years 1 – 6 have an elected representative and these representatives meet regularly to participate in decision making within the school, for example selecting charities to support and how to spend School Council funds.

THE RULE OF LAW

The importance of laws, whether they be those that govern the class, the school, or the country, are regularly reinforced throughout the school day. As well as when dealing with behaviour and through school assemblies, children are taught the value and reasons behind laws; that they exist to both to govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Our school rules are displayed in the classrooms and are referred to regularly. Pupils are made aware of these rules and the accompanying rewards and sanctions relating to them. They are encouraged to adhere to these rules, show respect and develop personal responsibility for their behaviour. In this way, pupils have a regular, on-going practical example of the value of the rule of law and how it relates to the smooth running and safe, happy environment of our school.

Where appropriate, and to link in with curriculum topics such as ‘People Who Help Us’; visits from authorities such as the Police and Fire Service can reinforce pupils’ understanding of the rule of law.

INDIVIDUAL LIBERTY

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions. As they mature, children are encouraged to develop, reflect on and articulate their viewpoints and to take on more responsibility for their learning.

MUTUAL RESPECT

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Through our system of appointing monitors, prefects and play leaders, older children within school are given responsibilities to help with the day to day running of the school and this helps to reinforce pupils understanding of the link between rights and responsibilities that underpin mutual respect and co-operation.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

Colston Bassett School is situated in an area which is not culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE and Art teaching reinforce this. Each year the children explore a world faith alongside their learning about Christianity. By the time they leave us all children have learnt about the beliefs and practices of people of the following world faiths; Judaism, Sikhism, Hinduism, Buddhism and Islam. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

At Colston Bassett we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing ‘extremist’ views.

THE PREVENT DUTY AND THE PREVENTION OF RADICALISATION

KCSiE 2019 Annex A: There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

At Colston Bassett School, we are proactive in our approach and the DSL has accessed training to help identify risk and support other colleagues where there are specific concerns. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with. Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team and more serious concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

In exercising our specific duty under Prevent we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to Daesh, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision/systems.

As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, school assemblies, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies, visitors, premises' hire and our online safety and ICT policies.

If we suspected a child of radicalisation, we would refer it to the Nottinghamshire Police Prevent Team

Prevent Guidance revised 10 April 2019:

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

EXTREMISM:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.pdf

RADICALISATION:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

School staff should also understand how to refer to Channel:

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

Prevent Duty guidance for Further Education Institutions in England and Wales:

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

Educate Against Hate Crime:

<https://educateagainsthate.com>

PREVENTING RADICALISATION AND EXTREMISM

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Colston Bassett School has a zero tolerance approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences.

Colston Bassett is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Colston Bassett all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

- Children are encouraged to adopt and live out our aims and values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Children are helped to understand the importance of democracy and freedom of speech, through the PSHE curriculum and during assemblies.
- Children have regular opportunities to discuss and explore current world affairs, for example during their weekly ‘Newsround’ assemblies and in response to world events.
- Children are taught how to keep themselves safe, in school and when using the internet.
- Children participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background. They also engage in activities linked to the wider community, for example fundraising for and writing letters to children at the Aquinoe Learning Centre in Kitale, Kenya.
- Children’s wellbeing, confidence and resilience is promoted through our planned curriculum and extracurricular learning opportunities.
- Children are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. Our RE (Religious Education) and PSHE (Personal, Social and Health Education) topics specifically cover these areas. Furthermore, Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of our school. Children learn about all major faiths and have opportunities to visit places of worship to link in with curriculum topics. They are also taught about how to stay safe when using the internet.

Our approach to teaching at Colston Bassett School is built on providing a broad and balanced curriculum within a secure and happy school community supported by strong pastoral principles. It promotes learning within a clear moral framework that upholds British values. Our curriculum encourages respect for and tolerance of different faiths and cultures and supports democracy, the rule of law and individual liberty. We work towards enabling our children to become well-rounded individuals within an ethnically pluralistic society. We foster respect, responsibility and the ability to reason and reflect; however, we also recognise the importance of resilience in preventing children being drawn into extremist ways of thinking.

INDICATORS OF RADICALISATION

Although serious incidents involving radicalisation have not occurred at Colston Bassett School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- Attempts to recruit others to the group/cause/ ideology;
- Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action now;
- Expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others;
- Plotting or conspiring with others.

Example indicators that an individual is capable of causing harm or contributing directly or indirectly to an act of terrorism include:

- Having a history of violence;
- Being criminally versatile and using criminal networks to support extremist goals;
- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction);
- Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the Designated Safeguarding Lead (Liz Miller).

THE PREVENT DUTY

Working Together to Safeguard Children (2018) defines extremism. It states *"Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist".

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support):

The Police Prevent Team is best contacted via: prevent@nottinghamshire.pnn.police.uk.

The Prevent Officer at Notts Police: MICHELLE WARDLE

This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the school, comments causing concern or actions that lead staff to be worried about the safety of a child in their care.

APPENDIX 6

- A. CHILD SEXUAL EXPLOITATION (CSE)
- B. CHILD CRIMINAL EXPLOITATION: COUNTY LINES
- C. FEMALE GENITAL MUTILATION (FGM)
- D. DOMESTIC ABUSE
- E. HONOUR BASED VIOLENCE
- F. FORCED MARRIAGE
- G. MODERN SLAVERY AND HUMAN TRAFFICKING
- H. PEER ON PEER ABUSE
- I. YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)
- J. SERIOUS VIOLENCE
- K. SEXUAL VIOLENCE AND SEXUAL HARRASSMENT
- L. UPSKIRTING
- M. CARRYING KNIVES/OFFENSIVE WEAPONS AND GANG CULTURE

A. CHILD SEXUAL EXPLOITATION

Colston Bassett School adheres to the NSCP procedure in relation to child sexual exploitation. This is our policy to summarise our position. We recognise that child sexual exploitation is a high profile issue both nationally and locally.

IN FEBRUARY 2017, THE DFE REVISED THE DEFINITION OF CSE:-

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

- (a) In exchange for something the victim needs or wants, and/or
- (b) For financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

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

We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

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

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

We commit to working with our inter-agency partners to safeguard and protect children. Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others. We want to have a culture where the welfare of children is actively promoted, and staff and pupils are vigilant. As part of this children will feel listened to and safe.

B. CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Colston Bassett School recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. We will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children:

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>

C. FEMALE GENITAL MUTILATION

GUIDANCE NOTES FOR STAFF

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Partnership (NSCP) procedures FGM. This guidance is based on national non-statutory government guidance (2011) Government guidance FGM.

FGM is a procedure that includes the partial or total removal of the external female genital organs for 'cultural' or other non-therapeutic reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure (Female Genital Mutilation Act 2003). Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. It is estimated that 24,000 girls in the UK are at risk and 66,000 women are living with the physical and psychological consequences; this is the scale of the problem. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of children have the procedure between the age of 5-8 years.

Colston Bassett School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (and those employed or engaged to carry out teaching work) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve MASH as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow usual safeguarding procedures reporting to DSL.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may confide that she is to have a 'special procedure' or to attend a special occasion.
- A child may request help, directly or indirectly, from a teacher or another adult.
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- A girl is withdrawn from PSHE/SRE.

In brief the signs that FGM may have occurred are:

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

Where you know or suspect that FGM has occurred:

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

There will be potential enquiries under Section 47.

- Potential police enquiries.
- Possible use of police protection or legal orders such as EPO, prohibitive steps but not necessarily the removal of the child.

Please refer to FGM guidance:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Summary FGM Fact Sheet:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_S_P_FGM_mandatory_reporting_Fact_sheet_Web.pdf

D. DOMESTIC ABUSE

The UK's cross-government definition of domestic abuse is:

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to

- ✓ *Psychological*
- ✓ *Physical*
- ✓ *Sexual*
- ✓ *Financial*
- ✓ *Emotional.*"

The Serious Crime Act 2015 section 76 created a new offence of "controlling or coercive behaviour in an intimate or family relationship".

The Domestic Violence, Crime and Victims Act 2004 extended provisions to help stop domestic abuse and created the new offence of "causing or allowing the death of a child or vulnerable adult". This Act was amended in 2012 by the Domestic Violence, Crime and Victims (Amendment) Act 2012 to include "causing or allowing serious physical harm (equivalent to grievous bodily harm) to a child or vulnerable adult".

Where domestic abuse is taking place in a child's home, the child is at risk of harm, whether they witness the violence or not. This may take the form of physical abuse, sexual abuse, emotional abuse or neglect. At Colston Bassett School we ensure that if there are any signs or symptoms that domestic abuse may be occurring, we act without haste and follow our main safeguarding/child protection policy.

Signs may include:

- Visible signs of injury on the adult being abused;
- Changes in behaviour of the adult(s) and child – e.g. the abused adult may become withdrawn, show low levels of self-esteem;
- One adult being visibly worried about what their partner may say in a certain situation (e.g. if the child has become dirty or injured at school);
- One adult becoming scared of their partner;
- Adults becoming isolated from their friends or family;
- Signs of abuse in the child (as per the main safeguarding policy).

As part of our duty to keep children safe, we provide support leaflets and numbers for females and males who may be experiencing domestic abuse.

E. HONOUR BASED VIOLENCE

'Honour' based violence (HBV) is a type of domestic abuse which occurs in the name of so called 'honour'. Some families believe that certain actions bring shame on the family and may react with punishment. This may be rejecting a forced marriage, having a relationship not approved by the family, wearing the wrong clothing or wearing makeup. This can happen in families from a variety of cultures and countries and also happens within the UK.

Honour based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such.

Signs of HBV may include changes in behaviour of the person undergoing the violence, changes in how they dress or act and also in comments they make.

If signs of HBV are present in a parent or staff member within the school, then we will act and follow our safeguarding policy to keep children safe in the environment as well as seeking support for the adult involved.

F. FORCED MARRIAGE

We are aware arranged marriages are part of some cultural practices. We also recognise there is a clear distinction between a marriage in which the both parties are willing and able to give an informed consent to, and a marriage which is forced. Forced marriage is a criminal offence.

A forced marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. If we become aware of a forced marriage occurring, then we will report it to the appropriate body. If the person is under the age of 18 then we will report it to the children's social care team as this is a child protection issue. We will follow our safeguarding reporting procedure.

G. MODERN SLAVERY AND HUMAN TRAFFICKING

The Modern Slavery Act received Royal Assent on 26th March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

BACKGROUND

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery;
- Servitude and forced or compulsory labour;
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- Safeguarding and child protection;
- Whistleblowing;
- Equality and inclusion.

For an adult or child to have been a victim of human trafficking there must have been:

- Action (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation);
- Means (threat or use of force, coercion, abduction, abuse of power or vulnerability). There does not need to be "means" for children as they are not able to give informed consent;
- Purpose (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

PROCEDURE

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted, and the referral process will be followed as per the safeguarding procedure.

H. YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

INTRODUCTION

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

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

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

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

It does not cover:

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

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

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

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

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

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

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

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

HANDLING INCIDENTS

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

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery, but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

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

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:

- Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
- Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 25 of [UKCCIS Sexting in Schools Guidance 2016](#)
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

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

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

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

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

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

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

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

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

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement should always be applied.

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

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

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

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

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

EDUCATING YOUNG PEOPLE

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

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

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

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

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

HELPLINES AND REPORTING

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>
- If parents or carers are concerned that their child is being contacted by adults as a result of having shared sexual imagery, they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

ADVICE AND INFORMATION FOR PARENTS

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

RESOURCES PARENTS COULD HIGHLIGHT TO THEIR CHILDREN

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

I. SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal network or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's guidance;

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

J. SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Staff are aware of sexual violence and sexual harassment and that children can, and sometimes do, abuse their peers in this way. Sexual violence refers to Rape, Assault by Penetration and Sexual Assault as described in the Sexual Offences Act 2003. Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Staff understand that when we reference sexual harassment, we do so in a context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Keeping Children Safe in Education 2019 section 5 has guidance. Neither is acceptable nor will not be tolerated by the school. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Any incidents would be reported to the Nottinghamshire MASH.

K. UP SKIRTING

'Up skirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Staff should always act in the best interests of a child.

L. CARRYING KNIVES/OFFENSIVE WEAPONS AND GANG CULTURE

Bringing and carrying a knife/offensive weapon onto school premises is a criminal Offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted, and the school will consider and may apply the disciplinary procedure:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

If a member of staff suspects a pupil being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from the Nottinghamshire MASH. The pupil may be an exploited child and victim to which the school will offer support

APPENDIX 7

INFORMATION ON A CHILD MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the **Children Missing Education** guidance:

<https://www.gov.uk/government/publications/children-missing-education>

SCHOOLS

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- The full name of the parent with whom the pupil will live;
- The new address; and
- The date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- The name of the new school; and
- The date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register**. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the **Children Missing Education** guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- The full name of the pupil;
- The full name and address of any parent with whom the pupil lives;
- At least one telephone number of the parent with whom the pupil lives;
- The full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- The name of pupil's destination school and the pupil's expected start date there, if applicable; and
- The ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

APPENDIX 8

STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES

LINKS TO GUIDANCE OR PROCEDURES:

DfE Keeping Children Safe in Education new statutory guidance for schools and colleges published September 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Working Together to Safeguarding Children - a guide to inter-agency working to safeguard and promote the welfare of children – July 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Nottinghamshire Safeguarding Children Partnership (NSCP) revised safeguarding procedures and the learning from local and national Serious Case Reviews.
<https://www.nottinghamshire.gov.uk/nscp/about-the-partnership>

Direct link to the procedures:
<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

Guidance on the Pathway to Provision – threshold documents for access to support and services, link:
<https://www.nottinghamshire.gov.uk/media/129861/pathwaytoprovisionhandbook.pdf>

LEGISLATION AND GUIDANCE

The Education Act 2002 s175 and s157 remains the primary legislation which schools and colleges must have regards to when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise specified, 'school' therefore means all schools whether maintained, non-maintained, or independent schools, including academies and free schools, alternative provision academies and pupil referral units. 'School' does not include maintained nursery schools. 'College' means further education colleges and sixth-form colleges, and relates to children under the age of 18, but excludes 16-19 academies and free schools (which are required to comply with relevant safeguarding legislations by virtue of their funding agreement). (DfE Keeping Children Safe In Education 2015.)

Proprietors of independent schools also have a duty to safeguard and promote the welfare of pupils at school under Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2010 as amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) (England) Regulations 2011.

The **Children Act 1989** and the supplementary guidance in **Working Together to Safeguard Children 2015** and Department for Education (DfE) **Keeping Children Safe in Education 2015** sets out the legal duties, infrastructure and arrangement that should be in place to ensure that children and young people are protected from harm and that those working within schools and the education service have the necessary skills and knowledge to ensure this. Schools should comply with this statutory guidance.

KEEPING CHILDREN SAFE IN EDUCATION 2019

- The Headteacher and Senior Designated Person for safeguarding in each school should ensure that all staff read at least part one of Keeping Children Safe in Education.
- KCSIE also places a requirement for all schools and colleges to have in place a **Staff Behaviour Policy (Code of Conduct)**. The child protection policy and staff behaviour policy should be provided to all staff, including temporary staff and volunteers on induction.

WORKING TOGETHER TO SAFEGUARD CHILDREN 2018

Working Together to Safeguard Children 2018 is inter-agency statutory guidance for professionals. It focuses on the core requirements and explains what individuals and organisations should do to keep children safe. In doing so it seeks to emphasise that effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of each child should be considered to ensure that every child receives the support they need at an early stage.

- All professionals should be alert to the needs of the child and to any risk of harm that individual abusers, or potential abusers, may pose to children.
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and the local authority children's social care (Working Together to Safeguard Children 2018).
- The Child Protection Policy template sets out the key elements of the guidance including the definition of what is safeguarding.

VULNERABLE GROUPS

Some children and young people may be particularly vulnerable to abuse and harm. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NSCB) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

To support this links to statutory, national and local guidance are below:

- Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited'
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- Female Genital Mutilation (FGM)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf
- Children who may have been trafficked
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Gang and Knife Crime DCSF – 00064-2010
<https://www.gov.uk/crime-justice-and-law/knife-gun-and-gang-crime>
- Homophobic, Transphobic Bullying
<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

TRAINING AND RELATED AGENCIES

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:

- **NSPCC Child line Projects:** www.childline.org.uk
- **Nottinghamshire Safeguarding Children Partnership:**
<https://www.nottinghamshire.gov.uk/nscp>
- **Local Authority Anti Bullying Co-ordinator:** Lorna Naylor provides advice and support to schools regarding anti bullying, cyber bullying and e safety. Tel: 01623 797193
E-mail: lorna.naylor@nottscc.gov.uk

CONTACTS

NSCP Administrator - 01159 773 935

MASH - 0300 500 8090

Out of hours - Nott's Emergency Duty Team 0300 456 454 6

Local Authority Designated Officer (LADO) – 0115 8041272

Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

Early Help Unit - 0115 8041248 early.help@nottscc.gov.uk

Disclosure and Barring Service Helpline - 01325 953 795

Helpline for extremism concerns: 020 7340 7264

OFSTED: 0300 123 1231

WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED, AT RISK OF HARM OR NEGLECT

Colston Bassett School Child Protection/ Safeguarding Flow Chart

Member of staff, volunteer has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviour

Where a child or young person discloses abuse or neglect

Listen to what they say, keep calm, reassure they are right to tell and you will take action to help keep them safe.

DO NOT DELAY take any immediate necessary action to protect the child

- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information onwards
- Do not question further, or inform the alleged abuser

Discuss concerns with the Snr Designated/ Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH if a new concern)
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or 'child protection' file should be opened, stored in line with the school child protection policy

Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/ families personal details to hand and be clear about concern/ allegations

Safeguarding concern resolved/no longer held

Support has been agreed, record decision, any follow up actions

Children's Social Care

**During Office Hour, Monday to Friday
Multi Agency Safeguarding Hub (MASH)**

Tel:- 0300 500 80 90 If the child is at immediate risk dial 101 and ask for assistance Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Board procedures –

**Out of hours
Contact:-**

**Emergency Duty Team
(5.00pm – 8.30pm)
Tel: 0300 456**

Unmet needs identified

Decide what actions are needed to support the child

Consult with child young person, family and relevant agencies:

Agree support, refer to NCC LA guidance 'Pathway to Provision' Version 8

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact:

The LA Designated Officer (LADO) Tel:- 0115 8041272.

Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

This flow chart is intended as a brief guide. Please refer to our Child Protection Policy

APPENDIX 9

BODY MAP GUIDANCE FOR SCHOOLS

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record

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

BODYMAP

(This must be completed at time of observation)

Names for Child:

.....

Date of Birth:

.....

Name of Worker:

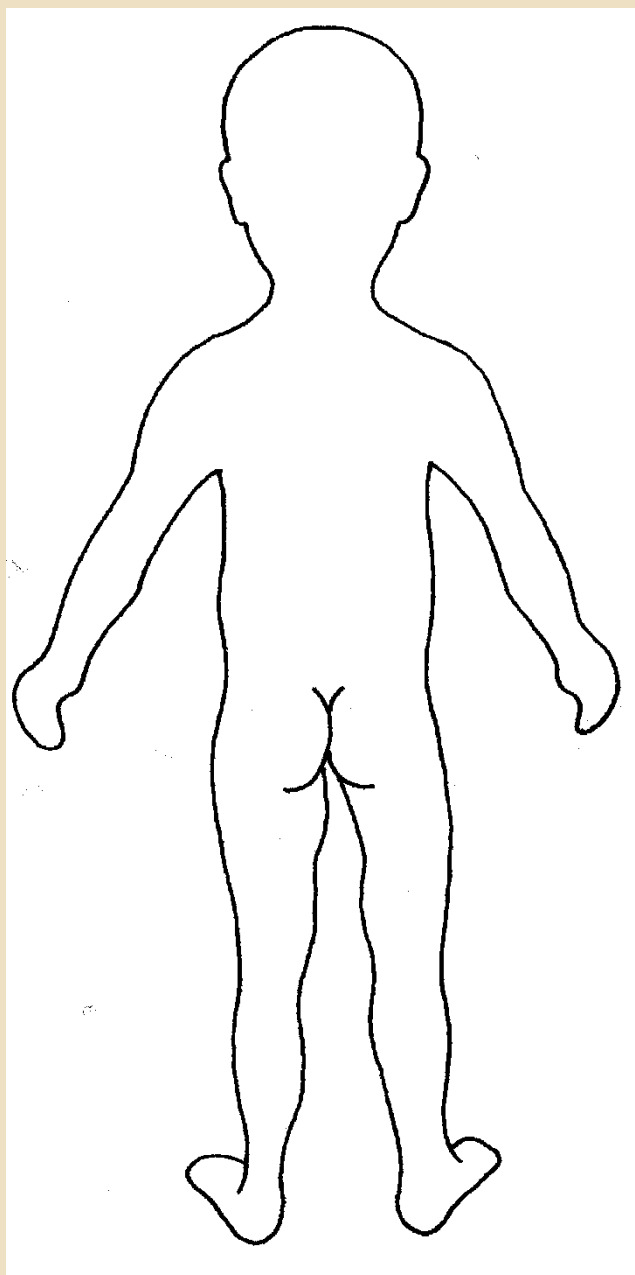
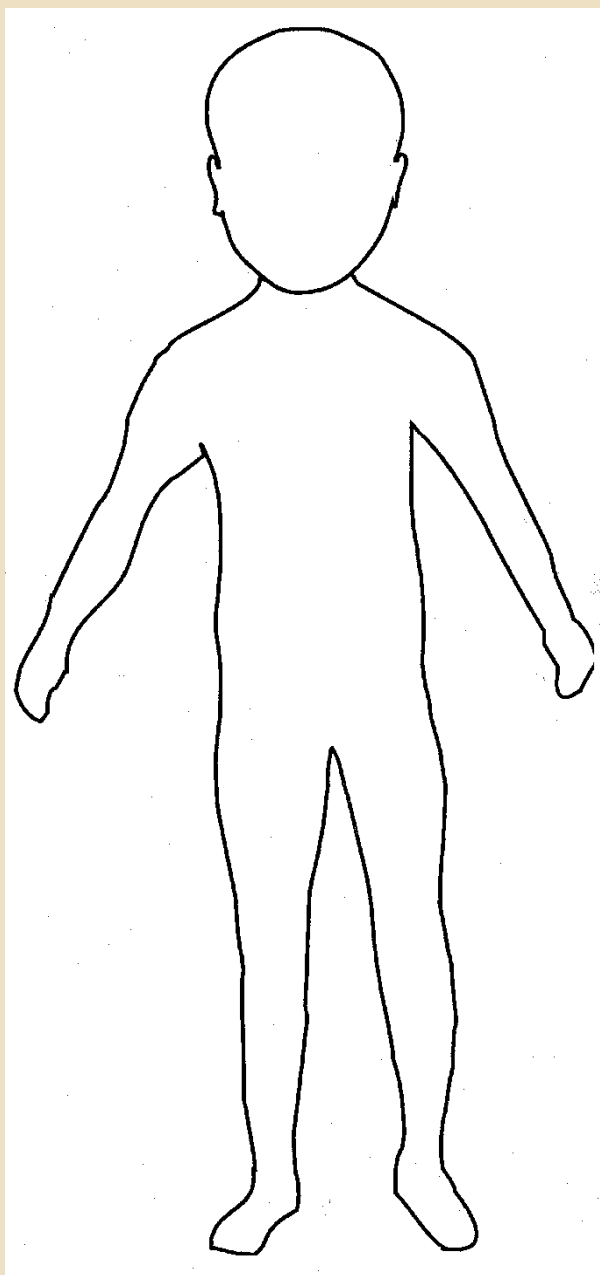
.....

Agency:

.....

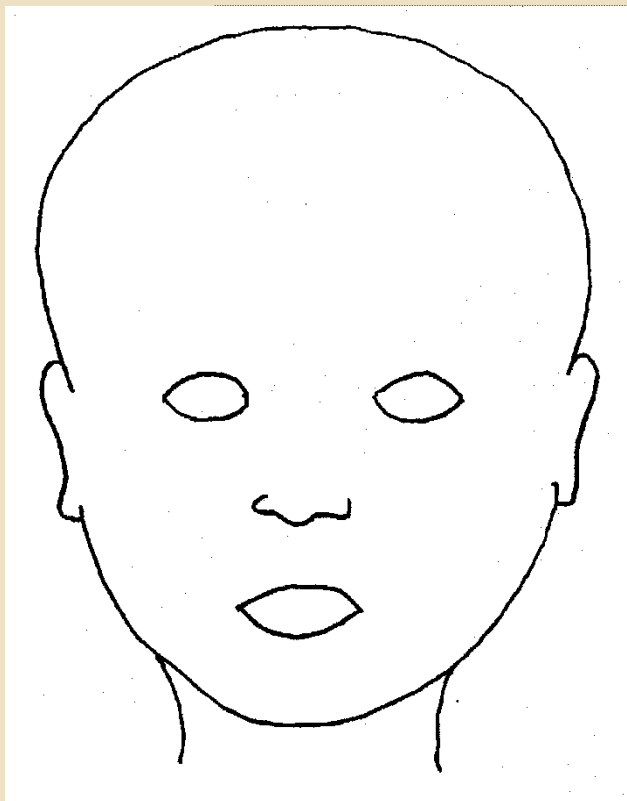
Date and time of observation:

.....

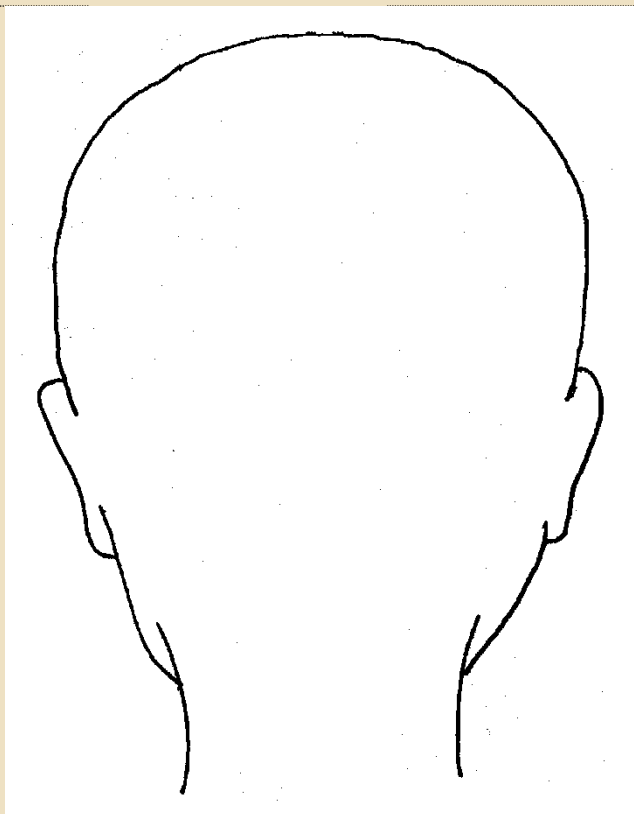


Name of Child:

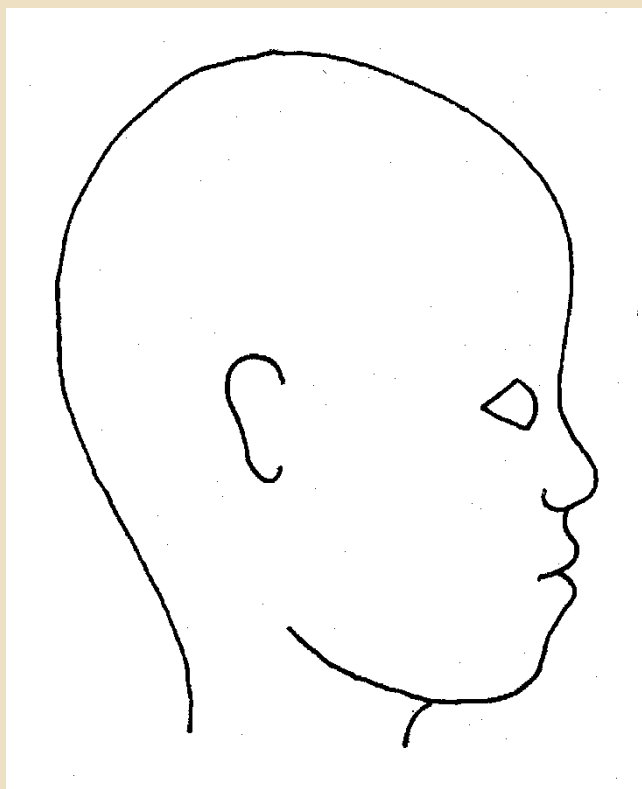
Date of observation:



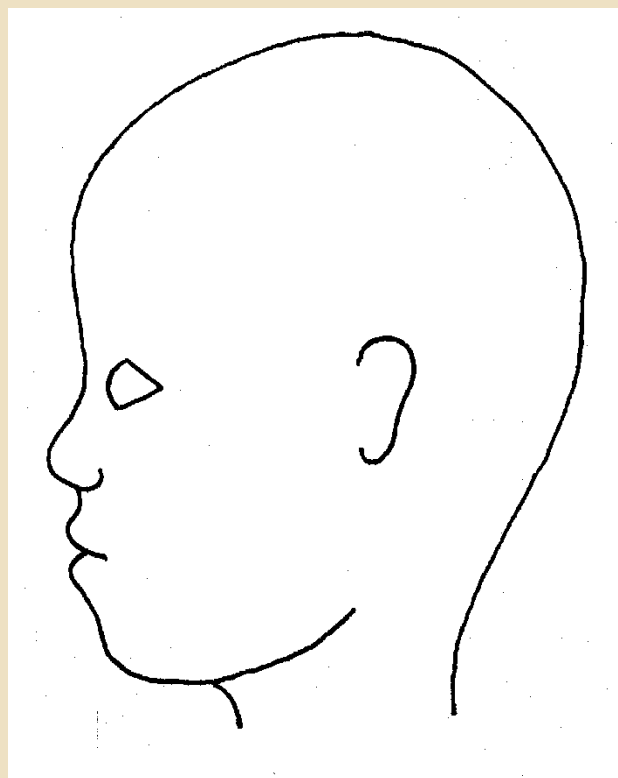
FRONT



BACK



RIGHT



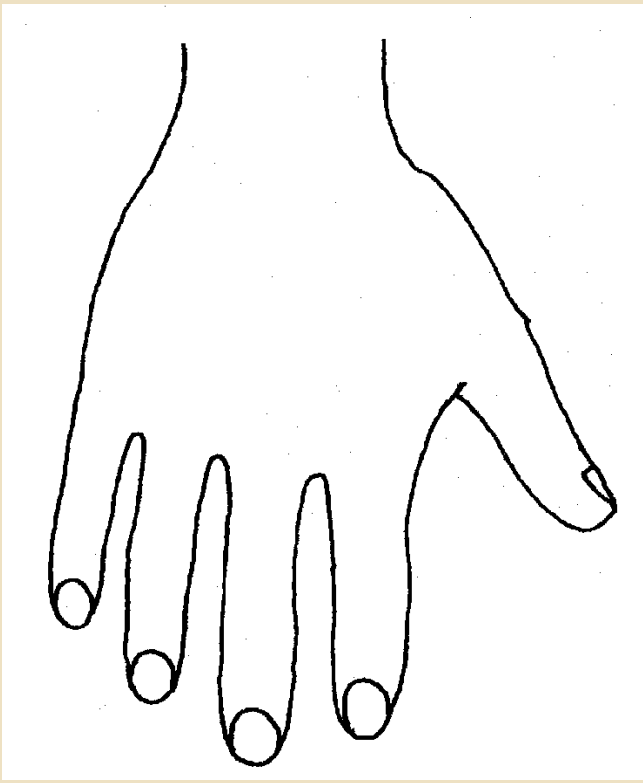
LEFT

Name of Child:

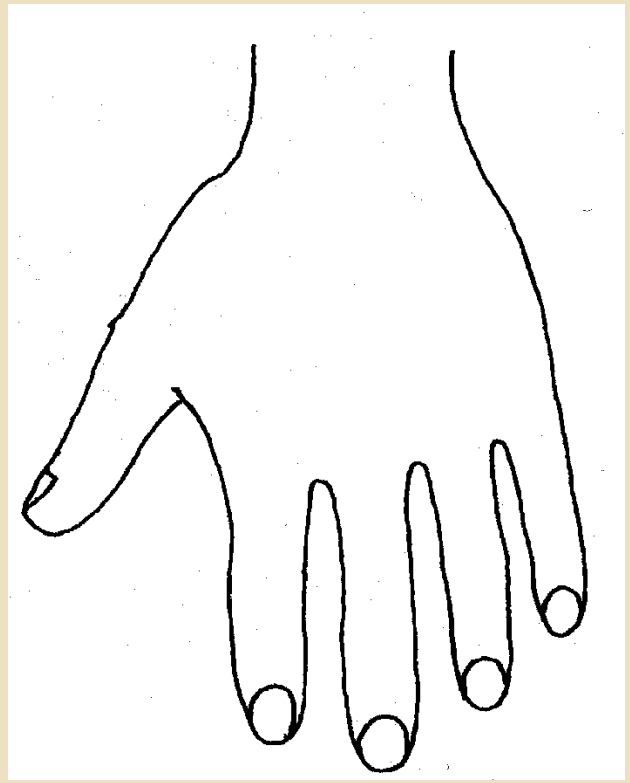
Date of observation:

.....

.....

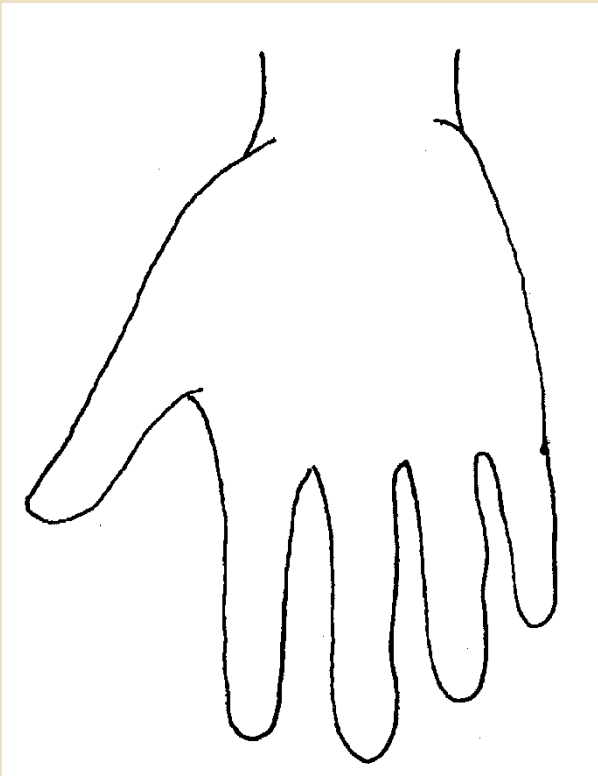


R

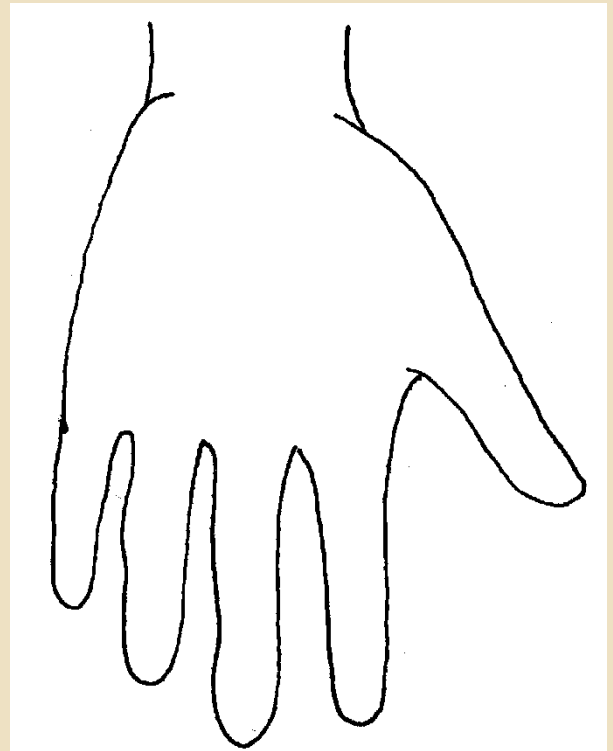


L

BACK



R



L

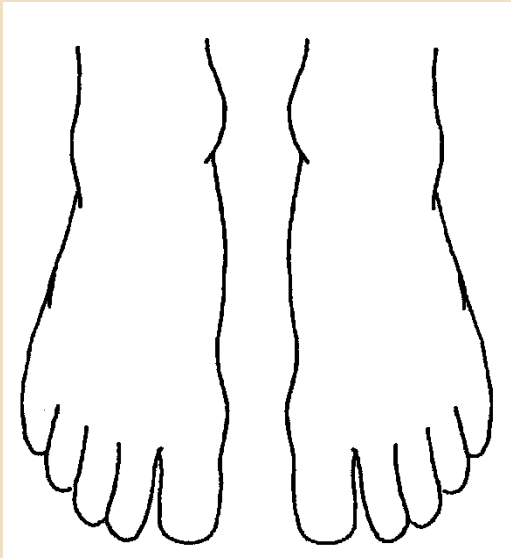
PALM

Name of Child:

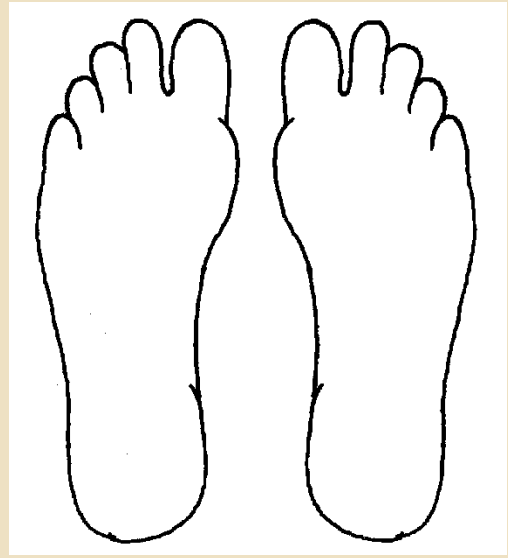
.....

Date of observation:

.....



R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information: