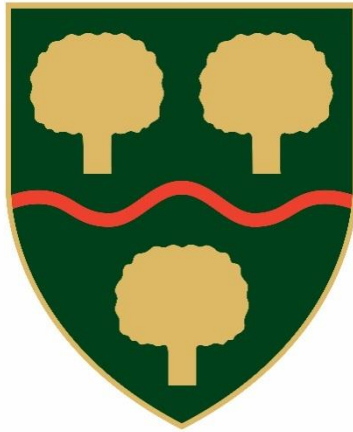


THE ORCHARD SCHOOL



Whole School Child Protection Procedures and Safeguarding Policy (To safeguard and promote the welfare of children)

**Designated Safeguarding Lead (DSL): Mrs N. Stokes
Deputy DSL: Miss V. Fox**

All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.

The Orchard School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment.

Reviewed: 1st May 2023
Approved by S. Fox 1st May 2023

Nottinghamshire Pathway to Provision:

If a practitioner working with a child, young person or family has immediate concerns about child protection, they should contact the MASH urgently, without delay. If it is outside normal office hours, the Emergency Duty Team (EDT) should be contacted on 0300 456 4546. A practitioner can raise a concern to the MASH either by telephone or by completing an online form. Urgent safeguarding referrals, where a Social Worker needs to visit the child on the same day, should be reported to the MASH by telephone and confirmed by the practitioner via the online form within 24 hours. Non-urgent referrals should be made via the online form. If you believe that a child is in immediate danger, call the Police immediately on 999.

It is important that the practitioner raising the concern to the MASH gains consent from the parent/ carer (and where appropriate the child or young person) to contact Children's Social Care unless the following criteria apply: 'there is a concern that a child or young person may have suffered or be at risk of suffering significant harm and to do so would place the child at further risk of significant harm.'

This policy is available on the school website www.theorchardschool.co.uk and on request from the School Office. All staff are informed about this policy at induction and all parents and carers are informed about this policy when their children join our school.

PERSONS RESPONSIBLE FOR POLICY:	NANCY STOKES AND VICTORIA FOX
DATE OF LAST REVIEW:	1ST MAY 2023
DATE OF NEXT REVIEW:	1ST SEPTEMBER 2023
PERSON RESPONSIBLE FOR APPROVING THE POLICY:	SANDRA FOX

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At the Orchard School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead
Nancy Stokes nstokes@theorchardschool.co.uk 07922 850155 or 01427 880395	Victoria Fox vfox@theorchardschool.co.uk 01427 880395
Designated Teacher for Looked After Children (LAC)	Mental Health Lead
Marie Collinson (SENDCO) mcollinson@theorchardschool.co.uk 01427 880395	Carole Hatfield chatfield@theorchardschool.co.uk 01427 880395
Head Teacher available for contact in the absence of the DSL or Deputy DSL	Additional School Senior Leaders
Sandra Fox sfox@therchardschool.co.uk 01427 880395 Out of hours emergency contact 07973 348640	Head of Lower School: Karen Paxman kpaxman@theorchardschool.co.uk , 01427 880395 Assistant Heads: Nancy Stokes: nstokes@theorchardschool.co.uk 07922 850155 or 01427 880395 Victoria Fox: vfox@theorchardschool.co.uk , 01427 880395

The named personnel with designated responsibility regarding allegations against staff are:

Designated Senior Manager (Head Teacher)	Deputy Designated Senior Manager	Co-Proprietor (In the event of an allegation against the Head Teacher)
Sandra Fox sfox@theorchardschool.co.uk 01427 880395	Phillip Atkinson patkinson@theorchardschool.co.uk 07973 348640	Phillip Atkinson patkinson@theorchardschool.co.uk 07973 348640

Key contacts:

Local Authority Safeguarding Children in Education Officer	Local Authority Child Protection Contact/ LADO/ LADO Allegations Officer	MASH (Multi-Agency Safeguarding Hub)	Emergency Duty Team (Children's Social Care)	MASH Consultation Line
Cheryl Stollery 0115 8041047 cheryl.stollery@nottsc.gov.uk	Eva Callaghan (or covering LADO) 0115 8041272	0300 500 80 90 mash.safeguarding@nottsc.gov.uk www.nottinghamshire.gov.uk/MASH	Outside of office hours 0300 456 4546	0115 9774247

Police (Emergency only)	Police (Non-Emergency)	Nottinghamshire Police Prevent Team	Early Help Unit
999	101 Nottinghamshire Police Public Protection Unit, Central Referral Unit	101 ext. 801 5060/ 800 2962/ 800 2963 prevent@notts.police.uk or prevent@nottinghamshire.pnn.police.uk Website: https://www.nottinghamshire.police.uk/advice/advice-and-information/t/prevent/prevent/	0115 804 1248 https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/early-help-assessment-form early.help@nottsc.gov.uk

Further contacts/ additional key contact details/useful websites

The Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all professionals to report safeguarding concerns. The MASH team can be contacted in one of the following ways:

Telephone: 0300 500 80 90

Fax: 01623 483295

Email: mash.safeguarding@nottsc.gov.uk

Website: www.nottinghamshire.gov.uk/MASH

Post: MASH, The Piazza, Little Oak Drive, Sherwood Business Park, Annesley, Nottinghamshire, NG15 0DR.

Online form: <https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash/report-a-new-concern-about-a-child>

Mash has the following opening hours: Monday, Tuesday, Thursday - 8.30am to 5pm; Wednesday – 10:30am to 5pm, Friday - 8.30am - 4.30pm. In an emergency outside of these hours, contact the Emergency Duty Team on 0300 456 4546.

The Nottinghamshire County Council website requests that MASH should only be contacted by telephone if a referral is urgent, requiring a Social Worker to visit a child or adult on the day. For referrals that are not urgent an online form should be submitted which will be read on the working day of the receipt.

Children and Adolescent Mental Health Services (CAMHS) – for children registered with a Nottinghamshire GP

Email: not-tr.CAMHSreferrals@nhs.net or SPAREferrals@nottshc.nhs.uk

Address: Single Point of Access Administrator, CAMHS, Pebble Bridge, Hopewood, Foster Drive, Nottingham, NG5 3FL

Website for self-referrals: <https://www.nottinghamshirehealthcare.nhs.uk/camhs>

If a young person is presenting an immediate risk of significant harm to themselves or others due to symptoms of mental illness/ psychological distress, please contact the SPA by telephone on 0115 854 2299. If these concerns are outside office hours call the CAMHS crisis number: 0115 844 0560 or 0808 1963779 (all ages 24/7 crisis line). In an emergency call 999 if there is an imminent risk to life or a medical emergency.

Female Genital Mutilation (FGM) reporting number for teachers where it is believed FGM has been carried out on a girl under 18 – 101.

(There is a **statutory legal duty on teachers to report to the police** if they discover through the course of their work in the profession, that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18.)

Should a child be discovered who has just been cut or there is an immediate risk to other children within the home, then an urgent telephone call should be made via 999.

Cyber Choices - <https://nationalcrimeagency.gov.uk/contact-us>

Physical Intervention Co-ordinator who provides advice and guidance on the use of reasonable force and physical intervention – Jon Glover

Email: jon.glover@nottsc.gov.uk

Forced Marriage Unit

Telephone: 020 7008 0151

Email: fmu@fcdo.gov.uk

Teacher Regulation Agency

Telephone: 020 7593 5393

Email: misconduct.teacher@education.gov.uk

Disclosure and Barring Service

Website for referrals (online or paper referral): <https://www.gov.uk/guidance/barring-referrals>

Address: DBS barring, PO Box 3963, Royal Wootton Bassett, SN4 4HH

Telephone: 03000 200 190

Nottinghamshire Safeguarding Children Partnership

<https://www.nottinghamshire.gov.uk/nscp>

Nottinghamshire Pathway to Provision

<http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>

Operation Encompass – advice and helpline for schools who are concerned about children who have experienced domestic abuse – 8 a.m. – 1 p.m. Monday to Friday, 0204 513 9990.

NSPCC Helpline: 0800 800 5000

Website: <https://www.nspcc.org.uk/keeping-children-safe/our-services/nspcc-helpline/>

Email: help@nspcc.org.uk
NSPCC helpline for professionals – this provides expert advice and support for school staff. 0808 800 5000, help@nspcc.org.uk
NSPCC Whistleblowing phone number: 0800 028 0285 Website: https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/ Email: help@nspcc.org.uk
Childline – free and confidential advice for young people Telephone: 0800 11 11 Online chat: https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/
DfE's Counter Extremism Helpline – 020 7340 7264 – not for emergencies. In an emergency call 999 or the confidential anti-terrorist hotline – 0800 789 321.
Educate Against Hate https://educateagainsthate.com/
Child Exploitation and Online Protection This is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors. https://www.ceop.police.uk/safety-centre/
Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously - https://www.iwf.org.uk/
ChildLine and the Internet Watch Foundation: remove a nude image shared online <i>Report Remove</i> is a free tool that allows children to report nude or sexual images and videos of themselves that they think might be shared online, to see if they can be removed from the internet. More information is available at https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/ and https://www.iwf.org.uk/what-we-do/why-we-exist/report-remove
UK Safer Internet Centre – provides expert advice and support for schools with regard to online safety issues. https://reportharmfulcontent.com/ , 0344 381 4772, helpline@saferinternet.org.uk
Anti-Phishing Working Group https://apwg.org/
Nottinghamshire Escalation Procedures (Resolving Professional Disagreements) https://nottinghamshirescb.proceduresonline.com/p_conflict_res.html
Online Safety: Childnet - www.childnet.com NSPCC – https://www.nspcc.org.uk/keeping-children-safe/online-safety/ Thinkuknow - https://www.thinkuknow.co.uk/ BBC Bitesize https://www.bbc.co.uk/bitesize Annex B of Keeping Children Safe in Education 2022 also has a list of useful websites and guidance.

Acronyms used in the policy

ACPO	Association of Chief Police Officers of England, Wales and Northern Ireland
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CCE	Child Criminal Exploitation
CDOP	Child Death Overview Panel
CEOP	Child Exploitation and Online Protection
CiN	Child in Need
CME	Children Missing Education
CP	Child Protection
CPP	Child Protection Plan
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DfE	Department for Education
DOB	Date of Birth
DSL	Designated Safeguarding Lead
ECHR	European Convention on Human Rights
EDT	Emergency Duty Team
EHAf/ EHOR	Early Help Assessment Form/ Early Help Online Referral
EHC	Education and Health Care
EHCP	Education, Health and Care Plan
EHE	Elective Home Education
EPO	Emergency Protection Order
EPS	Educational Psychology Service
FGM	Female Genital Mutilation
FII	Fabricated and Induced Illness
GDPR	General Data Protection Regulations
GP	General Practitioner
HBA	Honour Based Abuse
HM	Her Majesty's
HPV	Human Papillomavirus
ICT	Information and Communications Technology
IDD	Intellectual Disability Team
IT	Information Technology

KCSiE	Keeping Children Safe in Education
LA	Local Authority
LAC	Looked After Children
LADO	Local Authority Designated Officer
LGBT+	Lesbian, gay, bisexual, transgender
MASH	Multi-Agency Safeguarding Hub
NCA	National Crime Agency
NCC	Nottinghamshire County Council
NHS	National Health Service
NICCO	National Information Centre on Children of Offenders
NQT	Newly Qualified Teacher
NSCP	Nottinghamshire Safeguarding Children Partnership
NSPCC	National Society for the Prevention of Cruelty to Children
PCSO	Police Community Service Officer
PDP	Personal Development Programme
PE	Physical Education
PSHE	Personal, Social and Health Education
RSE	Relationships and Sex Education
RR	Rapid Reviews
SAIG	Safeguarding Assurance and Improvement Group
SCiEO	Safeguarding Children in Education Officer
SEIU	Sexual Exploitation Investigation Unit
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SLG	Strategic Lead Group
SLT	Senior Leadership Team
SMS	Substance Misuse Service
SPA	Single Point of Access
SPOC	Single Point of Contact
TETC	Tackling Emerging Threats to Children
UKCCIS	United Kingdom Council for Child Internet Safety
WAM	What About Me

Section One

a) Procedures for reporting safeguarding concerns

The school will inform staff of the procedure to follow if they have safeguarding concerns. Any concerns about a child's welfare must be acted on immediately:

❖ If the concern is about a student:

- Firstly, Mrs Stokes (DSL) should be informed.
- If the person raising the concern is not happy with how the issue has been dealt with by Mrs Stokes, then Mrs Fox (Head Teacher) should be contacted.
- If the person is still not happy with how the issue has been dealt with this time by Mrs Fox, then Mr Atkinson (co-proprietor of the school) should be contacted.
- **If the person raising the concern is still not happy about the measures which have been taken after this and they are still concerned about the student then they must contact MASH.**

Contact details:

Mrs Stokes 01427 880395 or 07922 850155 nstokes@theorchardschool.co.uk

Mrs Fox 01427 880395 sfox@theorchardschool.co.uk

Mr Atkinson 07973 348640 patkinson@theorchardschool.co.uk

Referral Point Bassetlaw District Multi Agency Safeguarding Hub (MASH) Tel: 0300 500

8090 Out of hours: 0300 456 4546

Email: mash.safeguarding@nottsc.gov.uk

❖ If the concern or allegation is about a member of staff (including supply staff, other staff, volunteers and contractors):

- Firstly, Mrs Fox (Head Teacher) should be informed. (If the concern is about the Head Teacher, Mr Atkinson (co-proprietor of the school) should be informed).
- If the person raising the concern is not happy with how the issue has been dealt with by Mrs Fox, then Mr Atkinson (co-proprietor of the school) should be informed of the concerns.
- **If the person raising the concern is not happy with the measures taken by Mr Atkinson and is still concerned about the member of staff the Local Authority Designated Officer (LADO), Eva Callaghan must be contacted.**
- If there is a situation where there is a conflict of interest in reporting the matter to the Head Teacher, then it should be reported directly to the LADO.

Contact details:

Mrs Fox: 01427 880395 sfox@theorchardschool.co.uk

Mr Atkinson: 07973 348640 patkinson@theorchardschool.co.uk

MASH: 0300 500 80 90 mash.safeguarding@nottsc.gov.uk

www.nottinghamshire.gov.uk/MASH

Emergency Duty Team Outside of office hours 0300 456 4546

LADO – Eva Callaghan (education), LADO Allegations Officers, tel: 0115 8041272.

b) Taking action where concerns are identified

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

The pupils know they can talk to their Form Tutors, the DSL, Deputy DSL, the Senior Leadership Team or any other member of staff if they need to report abuse or any concerns. This is covered with pupils as part of the PDP curriculum and in assemblies and the names and contact details of the DSL and Deputy DSL are in the Senior School pupils' planners and on posters around school.

At Orchard School, once a child has shared a concern with a member of staff, or a staff member has reason for concern about a child and they have followed the actions below, the DSL will then advise the member of staff accordingly on the next steps and support them in the process to follow.

Options will include managing support for the child internally via the school's pastoral support systems, an Early Help assessment or **if the child is in immediate danger or risk of harm a referral will be made immediately to MASH and/or the police immediately** by the DSL, or by the member of staff if required, with the DSL being informed of the referral. Any member of staff can make a referral to MASH.

The DSL or Deputy DSL should always be available to discuss safeguarding concerns with staff members but in exceptional circumstances if these are not available the member of staff should speak to the Head Teacher and/or MASH - the DSL must be informed of any action taken as soon as possible.

If the DSL deems it necessary (and if the child is not in immediate danger) the parents will be contacted for further discussion or the EHT will be contacted for further advice and support. The member of staff will receive guidance throughout the whole process from the DSL.

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:**

- Allow them time to talk freely
- 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 or to not tell anyone about a report of any form of abuse. Staff taking a report should never promise confidentiality.
- Staff will stay calm, not show they are shocked or upset and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Question normally in a non-judgemental way without pressurising and only using open questions. Leading questions should be avoided but a member of staff can ask a child if they have been harmed and what the nature of the harm was. Questioning should not be extensive or repetitive.
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- **A full written record will be kept by the staff, duly signed, dated including the time the conversation with the child took place, outline what was said in the child's words, comment on the child's body language, etc. The record should keep to the facts as the child presents them and staff should not put their own opinions or judgments in it.** Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the member of staff to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes it is important the member of staff remains engaged with the child and not distracted by the note-taking. Any notes made should be kept on file with the written record as these notes will be needed as well as the report if there is a statutory assessment by local authority children's social care and/or as part of a criminal investigation. **It is essential a written record is made.**

- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they are being taken seriously and they will be supported and kept safe. The child should be told they were right to inform them and the information will now have to be passed on. It is important that the child is never given the impression that they are creating a problem or made to feel ashamed by making a report or disclosure. The child must also not be told that that they should have informed you sooner.
- The DSL will be immediately informed (or deputy), unless the disclosure has been made to them. The DSL and the practitioner involved should discuss the situation. If it is appropriate to refer the case to local authority children's social care this should be done without delay, either to the children's social worker or to MASH. The DSL will make the referral or support the member of staff in doing so. Children's social care will liaise with the police where required, which will ensure an appropriate police response rather than a uniformed response. The Police should only, therefore, be contacted in an emergency or if a child is in immediate risk of harm, abuse or danger.
- The DSL will keep staff updated on any action taken.
- If the member of staff makes the referral the DSL must be informed as soon as possible.
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation is made and it is purely an advice line.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, the Police or the NSPCC.

All our staff are aware they must **always act in the 'best interest of the child'** and report or refer concerns in accordance with Orchard School policies and procedures.

If a child is in immediate danger, is suffering or likely to suffer from harm, a referral must be made immediately to the Multi-Agency Safeguarding Hub (MASH) and/or the police.

Children's Social Care can also be contacted for support in relation to this decision-making, either using anonymised information or passing on identifying details of a case. In most circumstances an agreement will be sought as to the most appropriate way to proceed, although it should be recognised that once in receipt of information relating to an identified child, Children's Social Care have a duty to take any action required to protect the child within their statutory responsibilities.

For further information on Nottinghamshire procedures see:

https://nottinghamshirescb.proceduresonline.com/p_referrals.html - *Nottinghamshire Safeguarding Children Partnership Procedures*.

Nottinghamshire referral procedures:

Anyone who has concerns about a child's welfare can make a referral to the local authority Children's Social Care. Referrals can come from the child themselves, practitioners such as teachers, early year's providers, the police, probation service, GPs, medical and nursing staff, health visitors as well as family members and members of the public.

Contacts from practitioners to Children's Social Care services usually fall in to three categories:

- Requests for information from Children's Social Care;
- Provision of information such as notifications about a child or their family;
- Requests, for services for a child, which will be in the form of a referral.

Local authority Children's Social Care has the responsibility to clarify with the referrer the nature of the concerns and how and why they have arisen.

The local Threshold documents clarify the criteria for making and receiving referrals. In Nottinghamshire, this is the Pathway to Provision, which can be accessed here: <https://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-children-and-families-alliance/pathway-to-provision>. If the referral meets the threshold for children's social care services, the child must be seen as soon as possible following a referral and the child's needs and safety should remain paramount at all times.

All practitioners have a responsibility to refer a child to children's social care under section 11 of the Children Act 2004 if they believe or suspect that the child:

- Has suffered significant harm;
- Is likely to suffer significant harm;
- Has a disability, developmental and welfare needs which are likely only to be met through provision of family support services (with agreement of the child's parent) under the Children Act 1989;
- Is a Child in Need whose development would be likely to be impaired without provision of services.

When practitioners make a referral to children's social care, they should include any pre-existing assessments and information about services which are or have been provided such as an early help assessment in respect of the child. Any information they have about the child's developmental needs, the capacity of their parents and carers to meet these within the context of their wider family and environment should also be provided as a part of the referral information.

The referrer must always have the opportunity to discuss their concerns with a qualified social worker.

Where a child or young person is admitted to a mental health facility, practitioners should consider whether a referral to local authority children's social care is necessary.

All new referrals should be made to the appropriate local authority contact point for Nottinghamshire this is to the **MASH (Nottinghamshire Multi-Agency Safeguarding Hub)** following the guidance provided. Referrals on open cases should be made to the child's allocated social worker (or in their absence their manager or the duty social worker).

All referrals from practitioners should be confirmed in writing, by the referrer, within 24 hours. If the referrer has not received an acknowledgement within three working days, they should contact children's social care again.

A decision must be made by a qualified social worker supported by line manager within **one working day** about the type of response that is required

The social worker will discuss the concerns with the referrer and consider any previous records in relation to the child and family in their agency. The social worker will establish:

- The nature of the concerns

- How and why they have arisen
- The child's views, if known
- What the child's and the family's needs appear to be
- Whether the family are aware of the referral and whether they are in agreement with it or not
- Whether the concern involves abuse or neglect
- Whether there is any need for any urgent action to protect the child or any other children in the household or community.

A decision to discuss the referral with other organisations without parental knowledge should be authorised by a children's social care manager, and the reasons recorded.

This checking and information gathering stage must involve an immediate assessment of any concerns about either the child's health and development, or actual and/or potential harm, which justify further enquiries, assessments and / or interventions.

Interviews with the child, if appropriate, should take place in a safe environment. All interviews with the child and family members should be undertaken in their preferred language and where appropriate for some people by using non-verbal communication methods.

The children's social care manager should be informed by a social worker of any referrals where there is reasonable cause to consider Section 47 Enquiries and authorise the decision to initiate action. If the child and / or family are known to other agencies or the facts clearly indicate that a Section 47 Enquiry is required, children's social care should initiate a strategy meeting/discussion immediately, and together with other agencies determine how to proceed.

The police must be informed at the earliest opportunity if a crime may have been committed. The police should assist other agencies to carry out their responsibilities, where there are concerns about the child's welfare, whether or not a crime has been committed.

At the end of the referral discussion, the referrer and children's social care should be clear about the proposed action, who will be taking it, timescales and whether no further action will be taken.

Referral outcomes about a child, where there may be concerns, typically fall in to four categories and pathways:

- No further action, which may include information to signpost to other services;
- Early help - referrals for intervention and prevention services;
- Child in Need services - assessment to be undertaken by Children's Social Care (Section 17 CA 1989);
- Child Protection services – assessment and child protection enquiries to be undertaken by Children's Social Care (Section 47 CA 1989) with active involvement of other agencies such as the police.

Whatever the outcome of a referral, it should have been assessed by a qualified social worker and a decision should have been made by the relevant line manager within the time scale of **one working day** about what should happen next. The children's social care manager must approve the outcome of the referral and ensure that a record has been commenced and/or updated.

The social worker should inform, in writing, all the relevant agencies and the child, if appropriate, and family of their decisions and, if the child is a Child in Need, of the plan for providing support.

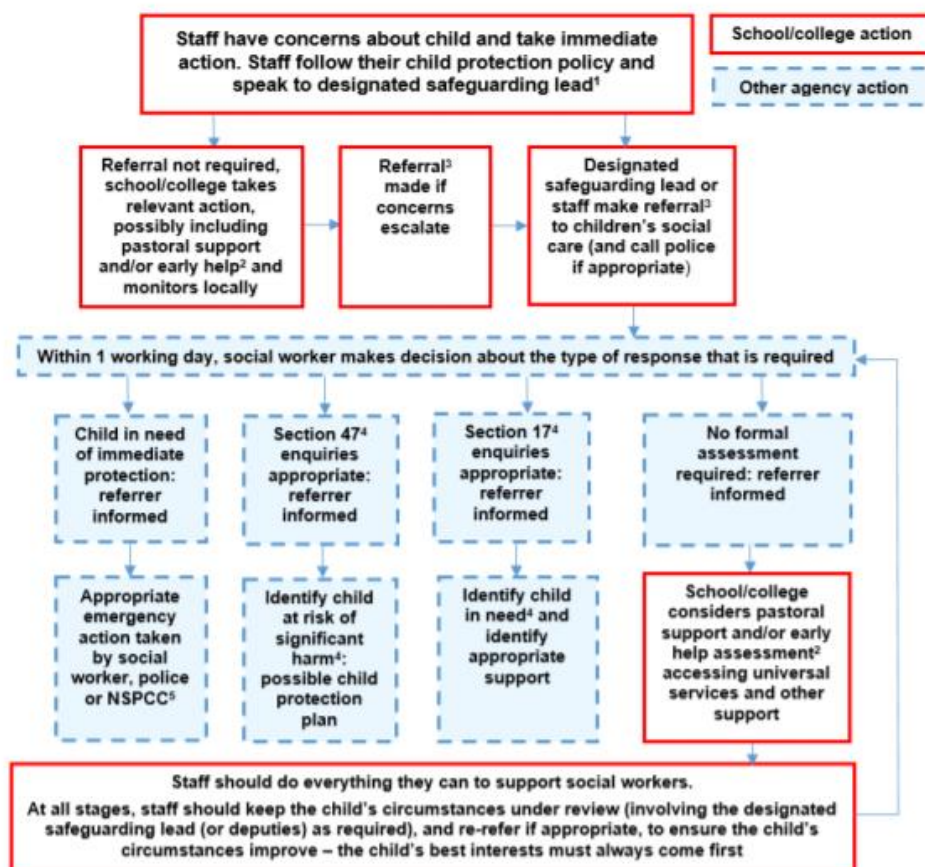
Where a referring professional disagrees with the children's social care response to their referral, they have a duty to escalate their concerns as outlined in

https://nottinghamshirescb.proceduresonline.com/p_conflict_res.html

The child and parents should be routinely informed about local procedures for raising complaints, if they wish to, and local advocacy services.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger) the diagram below from *KCSiE* 2022 illustrates the procedure to follow if you have any concerns about a child's welfare.

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL or Deputy DSL is not available, this should not delay appropriate action being taken. Speak to the Head Teacher or if the Head Teacher is absent to a member of the senior leadership team and/or take advice from local authority children's social care through MASH. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Make a referral to local authority children's social care directly through MASH, if appropriate. Share any action taken with the DSL as soon as possible

Orchard School Child Protection & Safeguarding Flow Chart

‘What to do if you are worried a child is being abused, at risk of harm or neglect’

Actions where there are concerns about a child’s welfare in and outside of school

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, or sexual harassment

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- 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 to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL’s absence.**
- Do not question further or inform the alleged abuser.

Discuss concerns with the Designated 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 a ‘child protection’ file should be opened, stored in line with the school child protection policy.
- At all stages the child’s circumstances should be kept under review and re-refer if concerned to ensure the child’s circumstances improve – **the child’s best interests must come first.**

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 decisions and any follow up needed.

MASH Tel: 0300 500 80 90
Consultation Line Tel: 0115 977 4247
 (Office Hours Monday to Friday)

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 Partnership procedures.

www.nottinghamshire.gov.uk/nscp

**Out of hours
Emergency
Duty Team**
5.00pm –8.30am
Tel: 0300 4564546
**NSPCC Whistle
blowing**
Tel: 0800 028 0285
Police Tel:101

Unmet needs identified
 Decide what actions are needed to support the child.

**Consult with the child
young person, family,
and relevant agencies:**
 Agree support, refer to NSCP guidance ‘Pathway to Provision’ version 9.1.

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals [Tel:- 0115 8041272](tel:01158041272).
LADO Strategic Lead Tel: 0115 9773921

Cheryl Stollery – LA Safeguarding Children in Education Officer [Tel:- 0115 8041047](tel:01158041047)

This flow chart is a brief guide - Please refer to our Whole School Child Protection Procedures and Safeguarding Policy.

c) Links to other School Policies and related documents

The school takes safeguarding seriously and this policy is over- arching. However, it should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up a suite of policies to safeguard and promote the welfare of children in the school:

- Allegations of Abuse against Staff Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing Education Policy
- Child Sexual Exploitation Policy
- Code of Conduct
- Complaints' Policy
- Curriculum Policy
- Cyber-Bullying Policy
- Disability Policy
- Disability Accessibility Plan
- Equal Opportunities Policy
- E-Safety/ Online Safety Policy and Staff and Pupil Information Systems Code of Conduct
- Exclusion Policy
- FGM Policy
- Forced Marriage Policy
- Health and Safety Policy
- Home-School Agreement
- Homophobic Bullying Policy
- Intimate Care Policy
- Looked After Child Policy
- Mobile Phone and Smart Technology Policy
- Child-on-Child Abuse Policy
- Physical Restraint Policy
- Prevent Action Plan
- Preventing Extremist Behaviour and Radicalisation Policy
- Register of Pupil Attendance
- Relationships and Sex Education Policy
- Safer Recruitment in Education Policy
- Single Central Record
- Special Educational Needs Policy
- Visitor Policy
- Whistleblowing Policy

Other documents from all Agencies:

- *Escalation policy (NCC)*
- *Female Genital Mutilation (FGM) Guidance*
- *Guidance where children are at risk of missing education*
- *Guidance for NSPCC helpline and usage*
- *Interagency Safeguarding Children Procedures of the NSCP*
- *Knife Crime Guidance 2021*
- *Pathway to Provision (NCC)*
- *Radicalisation – Prevent Duty*
- *Relationships and Sex Education*
- *NPCC – When to call the police*
- *Guidance for NSPCC helpline and usage.*

The Nottinghamshire Safeguarding Children Partnership policies and guidance can be found at: <https://nscp.nottinghamshire.gov.uk/policy-guidance/>. The school's other policies and documentation are available from the School Office or DSL for parents and carers. A list of the available policies is published on the school website and certain policies are available to download from the school website.

Important statutory guidance is available from the DSL.

d) Purpose of the policy

The purpose of this policy is to ensure that:

- the welfare of the child is paramount.
- all children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- all staff have an equal responsibility to act on a suspicion or disclosure that may suggest a child is at risk of harm.
- pupils and staff involved in Safeguarding issues receive appropriate support.

- staff will adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, supply teachers, other staff, volunteers, contractors or any other individual.

e) Legislation, Statutory Guidance, Procedures and Associated Responsibilities

The school's duties and responsibilities which are incorporated into this policy are set out in the following legislation, guidance and procedures:

- Section 157 of the Education Act 2002 and Part three of the schedule of the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- The Teachers' Standards 2012 states that teachers, including head teachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and must maintain public trust in the teaching profession as part of their professional duties.
- DfE Statutory Guidance *Keeping Children Safe in Education 2022 (KCSiE)*
- HM *Working Together to Safeguard Children 2018* (updated December 2020 and July 2022) which emphasises the duty to work together to safeguard children.
- *What to do if you're Worried a Child is Being Abused – Advice for Practitioners (2015)*

This policy is also based on the following:

- *Pathway to Provision: Multi-Agency Thresholds Guidance for Nottinghamshire Children's Services Version 9.1*
- *The Children Act 1989 (and 2004 amendment)*, which provides a framework for the care and protection of children
- Section 5B(11) of the *Female Genital Mutilation Act 2003*, as inserted by section 74 of the *Serious Crime Act 2015*.
- *Statutory guidance on FGM*, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- Schedule 4 of the *Safeguarding Vulnerable Groups Act 2006*, which defines what 'regulated activity' is in relation to children
- *Statutory guidance on the Prevent duty*, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race).
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation.

f) Nottinghamshire Safeguarding Arrangements

Nottinghamshire has **three safeguarding partners** who make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The three safeguarding partners are:

- The local authority (LA)
- Integrated Care Board, previously known as a clinical commissioning group for an area within the LA

- The chief officer of police for a police area in the LA area

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children.

Nottinghamshire Safeguarding Children Partnership (<https://www.nottinghamshire.gov.uk/nscp>)

The NSCP is an independent safeguarding partnership which has responsibility for coordinating the work of agencies within Nottinghamshire to safeguard and promote the welfare of children and for ensuring the effectiveness of that work. The NSCP has six DSLs from county schools and academies on the membership of the NSCP Partnership Forum, alongside the Safeguarding Children in Education Officer (SCiEO), schools also play a pivotal role in local multi-agency safeguarding arrangements. The NSCP provides safeguarding procedures and guidance, delivers a programme of multi-agency training and monitors safeguarding practice through multi-agency audits, child safeguarding practice reviews and performance information.

The Safeguarding Partnership is key for agreeing how relevant organisations cooperate to safeguard and promote the welfare of children and ensure the effectiveness of what they do. It also provides local practice guidance on child protection issues.

Nottinghamshire Safeguarding Arrangements

Safeguarding Information for schools is accessible via the Nottinghamshire County Council website. Some key safeguarding documents, guidance, policy templates and audit tool kits are also available via the NSCP website under Resources- Schools. The Safeguarding Children in Education Officer is also available for advice, guidance and information and contactable via email: cheryl.stollery@nottscc.gov.uk or telephone: 0115 8041047

The Pathway to Provision

The threshold for accessing support and service is the Pathway to Provision. The purpose of the Pathway to Provision handbook is to support practitioners to identify an individual child's, young person's and /or family's level of need and to enable the most appropriate referrals to access provision

<http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>

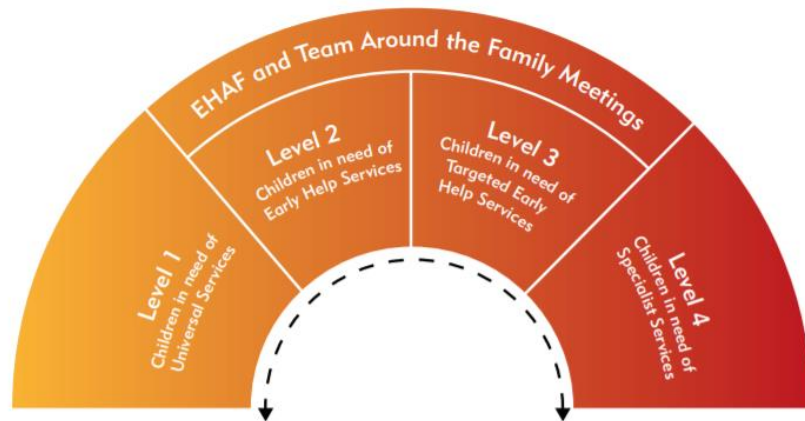
This document was developed to support earlier intervention with families experiencing difficulties with the explicit intention to reduce the numbers of children requiring social care intervention through the provision of the right kind of help at the right time. The responsibilities of all adults within a school towards a child for whom abuse is suspected are:

- to take immediate steps to ensure the child's safety and welfare.
- to ensure, as far as possible, that the child's care, physical and emotional needs are addressed.
- to prevent further and possibly more serious injury or suffering, which is often an immediate threat.
- to conform with the law and with professional standards of competence and conduct.
- to make sure, as far as possible, that intervention does no more harm to family structures and relationships, including those with other professional workers, than is necessary to ensure the child's safety and well-being.
- to provide guidance which will, as far as is possible, help all children become better able to protect themselves from possible harm.

The model used to illustrate the different levels of children and young people's needs in Nottinghamshire is referred to in the *Pathway to Provision* as the Nottinghamshire Continuum of Children and Young People's Needs (see the diagram below) which recognises that children, young people and their families will have different levels of needs, and that a family's needs may change over time. The agreed multiagency thresholds are set out across four levels of need which are:

- ❖ Universal (Level 1) – Children and young people who are achieving expected outcomes and have their needs met within universal service provision without any additional support
- ❖ Early Help (Level 2) – Children and young people where some concerns are emerging and who will require additional support usually from professionals already involved with them
- ❖ Targeted Early Help (Level 3) – Children and young people who are causing significant concern over an extended period or where concerns recur frequently
- ❖ Specialist (Level 4) – Children and young people who are very vulnerable and where interventions from Children's Social Care are required.

Figure 1: The Nottinghamshire Continuum of Children and Young People's Needs



NB. The Nottinghamshire Continuum illustrates the levels of need rather than numbers of children at each Level.

Multi-Agency Safeguarding Hub (MASH)

The MASH is the county's first point of contact for new safeguarding referrals and has significantly improved the sharing of information between agencies, helping to protect the most vulnerable children and adults from harm, neglect and abuse. The MASH in Nottinghamshire handles concerns about both children and vulnerable adults, taking a holistic, family approach.

MASH receives safeguarding referrals from professionals such as teachers and doctors as well as members of the public and family members. For referrals that meet the threshold for Social Care involvement, representatives from the different agencies in the MASH and outside collate information from their respective sources to build up a holistic picture of the circumstances of the case and the associated risks to the child or adult. As a result, better decisions can be made about what action to take and support can be targeted on the most urgent cases. Out of hours' access to information about children known to Children's Social Care, including checks as to whether a child is subject to a Child Protection Plan, is via the Emergency Duty Team (EDT) of Nottinghamshire.

Urgent safeguarding referrals, where a social worker will need to visit the child on the same day, should be reported to MASH by telephone and confirmed by the practitioner via the online form within 24 hours. Non-urgent referrals should be made via the online form.

g) Safeguarding Terminology and definitions:

Safeguarding children is defined as:

The actions we take to promote the welfare of children and protect them from harm - this is **everyone's responsibility. Everyone who comes into contact with children and families has a role in safeguarding and should always act in the 'best interest of the child'.**

Safeguarding and promoting the welfare of children involves:

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- 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 and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised also known as extra-familial abuse
- Bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice based bullying
- Going frequently missing/ going missing from care or home
- Domestic abuse including teenage relationship abuse
- Racist, disability-based and homophobic, bi-phobic or transphobic abuse
- Gender based violence/violence against women and girls
- Risk of extremist behaviour and/or radicalisation
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation
- Young carers
- Mental health needs
- Special educational needs (whether or not a pupil has a statutory Educational Health and Care Plan).
- Privately fostering
- Children who have returned home to their family from care
- Children who have a family member in prison or are affected by parental offending
- Child-on-Child Abuse (this now includes children abusing other children, other varying forms of bullying including online and sexually harmful behaviour and sexual violence and sexual harassment).
- Harm outside the home – extra familial harm

- The impact of new technologies, including consensual and non-consensual sharing of nudes and semi-nude images and/or videos and accessing pornography
- Issues which may be specific to a local area or population, for example signs of children being drawn into anti-social or criminal behaviour including gang activity or involvement and associations with organised crime groups or county lines.
- Possession of a knife or involved in knife crime, youth violence or criminal child exploitation (CCE).
- Family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm
- Risk of, or from, serious violence and violent crime
- Persistent absence from education, including persistent absence for part of the school day
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour based abuse and forced marriage
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and must be reported.

To see the list of policies in addition to this one which inform how the school will respond to the areas of concern above please look at page 15.

Child Protection is a part of safeguarding and promoting the welfare of the child. It refers to the activity that is undertaken to protect children who are suffering, or are likely to suffer, significant harm (section 47 of the Children Act 1989).

Child suffering or likely to suffer significant harm – local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect a child is suffering, or likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect.

Children in need - a child in need is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989.

Staff refers to all those working for or on behalf of the school in either a paid or voluntary capacity.

Child/ children refers to everyone under the age of 18.

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

Setting refers to all establishments, educational or otherwise, who work with and have a responsibility to safeguard children.

Sharing of nudes and semi-nudes (also known as sexting and youth produced sexual imagery) is where children share nude or semi-nude images videos or live streams.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused by an adult or adults, by another child or children, in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take

place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

Some forms of abuse include but are not limited to:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Children who are being abused often do not say and tend to perceive themselves as deserving of ill-treatment. This is particularly so for children who are being emotionally abused. Child abuse occurs to children of both sexes, at all ages and in all cultures, religions, social classes, and to children with and without disabilities. Identification of child abuse may be difficult. It normally requires both social and medical assessment. Different types of child abuse may be present at the same time, e.g. children who are physically abused may also be sexually abused and vice versa.

When enquiring into one type of abuse avoid making assumptions about a situation and ensure a thorough assessment informs your judgement. Information in relation to an incident should include explanations provided by the parents/carers of any injuries sustained; medical advice or assistance sought by the family and whether there was any delay in this; inconsistencies in information provided; and responses to the child by the parent or carers.

Any delay in seeking medical assistance, or indeed none being sought at all, could be an indicator of abuse. Beware if an explanation of an accident is vague, lacking detail, is inconsistent with the injury or varies with each telling. Take note of inappropriate responses from parent or carers. Observe the child's interaction with the parents – particularly wariness, fear or watchfulness. Any history or patterns of unexplained injury/illness require careful scrutiny. The fact that parent/carer appears to be highly attentive and concerned should not divert attention from the assessment of risk. Beware if the child's injury is inconsistent with the child's development and mobility. Beware if there are indications of a previous history of domestic violence. Violence towards adults may also indicate violence towards children and can in itself be emotionally abusive.

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 do not 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;
- Parents who are influenced by gangs and drug and knife crime;

- Children who have limited or no support or supervision when online and/or using social media sites outside of their understanding or age limits;
- 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;
- Children who shy away from being touched or flinch at sudden movements;
- Children with mental or physical health issues or needs;
- Children or young people with 'carer responsibilities beyond their age or limitations'.

Physical abuse is 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.

Indicators of physical abuse may include:

- | | |
|---|---|
| ❖ Frequent injuries | ❖ Injuries on certain areas of the body |
| ❖ Multiple bruising/scratches and different ages of bruising | ❖ Regular patterning |
| ❖ Grip/slap marks | ❖ Injuries in various stages of healing |
| ❖ Cuts, burns and scalds and bite marks | ❖ Reflecting shape of article used |
| ❖ Injuries/fractures in children who are not mobile | ❖ Multiple or spiral fractures |
| ❖ Allegedly unnoticed fractures – fractures cause pain | ❖ Flinching when approached or touched |
| ❖ Loss of consciousness. An unconscious child may have been poisoned/have internal bleeding | ❖ Wary of adult contact |
| ❖ Inappropriate covering with clothing and/or reluctance to undress | ❖ Difficult to comfort |
| ❖ Reluctant to change for PE lessons | ❖ Apprehension when others cry |
| ❖ Unexplained absenteeism | ❖ Crying/irritability |
| ❖ Unexplained injuries | ❖ Afraid to go home |
| | ❖ Aggressive behavior |
| | ❖ It can also be an indicator of concern where a parent gives an explanation inconsistent with an injury or give 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.

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.

Indicators of emotional abuse may include:

- | | |
|------------------------|---|
| • Developmental delay | • Watchfulness or stillness |
| • Excessively clingy | • Constantly seek to please – appeasing behaviour |
| • Apathy | |
| • Fearful or withdrawn | |

- Be over-ready to relate to anyone, even strangers
- Depression
- Regressive behaviour
- Sleep disorders
- Compliant and passive or aggressive and demanding
- Neurotic behaviours e.g. rocking, hair twisting
- Drink, drugs or solvent abuse
- Low self-esteem
- Difficulty in forming relationships

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of the school's policy and procedures for dealing with it (please see the Child-on-Child Abuse policy and section in this policy for the school's procedures).

Indicators of sexual abuse may include:

- Inappropriate sexualised conduct
- Age inappropriate sexual play
- Sexual acts/witnessing sexual acts
- Sexual harmful behaviour – contact or non-contact
- Excessive sexual play and masturbation
- Sexual knowledge/language inappropriate to years/development
- Pregnancy – especially concealed
- Significant changes to behaviour/personality
- Self-harm, substance misuse, suicide attempts
- Eating disorders, tiredness, wetting/soiling
- Persistent offending, non-school attendance, running away
- Difficulty interacting with adults
- Anxiousness or unwillingness to remove clothes for PE
- Pain or itching in genital area
- Blood on underclothes
- Bruising in genital region and/or inner thighs

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.

Indicators of neglect may include:

- Child's basic needs not being met - food, warmth, hygiene, clothing, safety, shelter, affection, stimulation
- Slow growth and development
- Exclusion from home, abandonment
- Failure to protect from physical/emotional harm or danger
- Failure to ensure adequate supervision
- Failure to access medical care or treatment
- Cold puffy hands and feet
- Constant hunger
- Emaciation
- Compulsive scavenging

- Poor personal hygiene
- Constant tiredness
- Clothing poor, dirty, inappropriate for weather
- Untreated medical problems
- Poor social relationships
- Destructive tendencies
- Frequently late or have poor or non-attendance at school
- Low self-esteem
- Neurotic behaviour
- 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.

h) Orchard School Child Protection and Safeguarding Statement

The procedures contained in this Child Protection and Safeguarding Policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Orchard School. They are consistent with local guidance provided by the Nottinghamshire Safeguarding Children Partnership (NSCP) and statutory guidance provided by the Department for Education for example *KCSiE 2022*.

The **seven** key elements to our policy include:

- 1) Providing a safe environment in which children can learn and develop
- 2) Raising awareness of safeguarding children, child protection processes and equipping children with the skills they need to keep them safe in and outside of school
- 3) Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside school
- 4) Supporting pupils who have social care involvement or are subject to Local Authority Care in accordance with a child in need plan or child protection plan
- 5) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children by following the guidance in *KCSiE 2022*
- 6) Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- 7) Ensuring we have appropriate policies and procedures to deal with child-on-child abuse and sexual violence and sexual harassment.

At the Orchard School we recognise our moral and statutory responsibilities to have arrangements in place to safeguard, protect from harm and promote the welfare of all pupils. This policy demonstrates the school's commitment and compliance with safeguarding legislation. 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 school aims to ensure that:

- appropriate action is taken in a timely manner to safeguard and promote children's welfare
- all staff are aware of their statutory responsibilities with respect to safeguarding
- staff are properly trained in recognising and reporting safeguarding issues

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 the *Orchard School Whole School Child Protection Procedures and Safeguarding Policy*.

Through their day-to-day contact with pupils and direct work with families our staff understand they have a crucial role in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Nottinghamshire or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps. We recognise, in line with *Keeping Children Safe In Education (KCSiE)* and the NSCP guidance no single practitioner can have a full picture of a child's needs and circumstances; so if children and families are to receive

the right help at the right time then safeguarding and promoting the welfare of children is ‘**everyone’s** responsibility’, and ‘**everyone** who comes into contact with children and their families has a role to play’ in identifying concerns, sharing information and taking prompt action. In order to fulfil this responsibility effectively all staff (including supply staff and volunteers) should make sure their approach is **child-centred**, this means, at all times, it should be considered what is in the ‘**best interests of the child**’. Should a concern arise, doing nothing is not an option, but if unsure ‘always check it out’ with the DSL, LA Safeguarding Children in Education Officer (SCiEO) or Multi-Agency Safeguarding HUB (MASH).

Our belief 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 Orchard 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 also take opportunities to teach children about important safeguarding issues in a way that is age appropriate. These opportunities include assemblies, the PDP and RSE programme, guest speakers and pastoral support from all staff but in particular the Form Tutors, DSL, Deputy DSL and the Head Teacher. All staff are told they must listen to the pupils if they ask to speak to them.

All members of staff have a duty to safeguard children inside/outside of the school environment; this includes school trips, extended school activities, vocational placements and alternative education packages.

All staff members will undertake safeguarding and child protection training including online safety and whistle-blowing procedures at induction to ensure they understand the school’s safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. The NSCP booklet on indicators of possible abuse and neglect is also issued to all staff on induction.

There is a commitment to the continuous development of staff with regard to safeguarding training; it is considered as part of the whole school safeguarding approach and in-line with advice from the three safeguarding partners. The DSL and Deputy DSL have training every two years. The DSL and Deputy DSL also have additional training at least once per academic year. Whole school staff training is updated every three years by Nottinghamshire Safeguarding. Staff receive safeguarding refreshers run by the DSL at the main staff meetings at the start of each term (non-teaching staff are given the same training by the DSL). Safeguarding is also part of the staff meetings held during term time and additional staff meetings are scheduled based on emerging issues and themes.

Staff also receive safeguarding updates by email and they are given a copy of the updated Child Protection Procedures and Safeguarding Policy each year; in addition, they must read Part One, Part Five and Annex B of KCSiE 2022, to enable them to understand and fulfil their safeguarding responsibilities effectively. Staff have to sign to say they have received the documents and then again to say they have read and understood them. All staff also have training on the government’s anti-radicalisation strategy, Prevent, through the Home Office website to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Every half-term staff have to either read a safeguarding document or complete a safeguarding course online through *Educare*. The DSL with the help of the General Office keep accurate records of staff safeguarding updates on a spreadsheet and a central copy of any evidence of training, e.g. certificates. Volunteers will receive appropriate training, if applicable.

There is a Safeguarding Notice Board in the Staff Room and there is also important safeguarding information, documents and guidance in the Staff Room for staff to read. The DSL also disseminates updates to staff from the DSL Focus groups and team meetings and sends staff TETC newsletters by email (copies are available in the Staff Room too).

This training is in order to make sure staff are aware of and alert to the signs of abuse and so they know:

- their personal responsibility/code of conduct/teaching standards
- NSCP child protection procedures and how to access them
- the need to be vigilant in identifying cases of abuse at the earliest opportunity
- how to support and respond to a child who discloses significant harm

All teachers should have regard to the Teachers' Standards to support the expectation that all teachers manage behaviour effectively to ensure a good and safe environment and have a clear understanding of the needs of all pupils.

The school is led by senior members of staff whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action for those children who may need help or be suffering, or likely to suffer significant harm. The DSL is appointed so members of staff can, and should, discuss concerns about child abuse.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will tell the DSL or deputy without delay and the processes set out in this policy will be followed. All concerns should be reported to the DSL no matter how trivial they seem.

All staff and visitors are required to report instances of actual or suspected child abuse or neglect to **the Designated Safeguarding Lead who is Mrs Nancy Stokes (Assistant Head Teacher) or Deputy DSL who is Miss Victoria Fox**. The Deputy DSL is available in the absence of the DSL and the Head Teacher will act as cover if both the DSL and Deputy DSL are absent.

Although we advocate that any staff can make a referral to children's social care through MASH, especially where a child is identified as being in immediate danger, the member of staff should ensure that the DSL, or the Deputy DSL or the Head Teacher or a member of the Senior Leadership Team is informed as soon as possible. Child protection will have precedence over any disciplinary, criminal or inspection procedures.

All staff know how to record and report a disclosure and understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each.

Staff know not to make promises to any child and not to keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

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, the MASH Consultation Line or social care to seek support for the child if, despite the discussion with the DSL, their concerns remain. Staff are also informed about the *Orchard School Whistleblowing Policy* and the contact details for the LADO and NSPCC helpline. They are also given a copy of the school's *Child Protection Procedures and Safeguarding Policy*.

The DSL or Head Teacher who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies. The school shares concerns with Early Help, MASH, Family Services and Social Services. The school can also suggest the services of a private counsellor to parents or a referral can be made to CAMHS. Where there is a current or on-going case the DSL will have regular contact with the assigned social worker. When pupils transition to another school the DSL has a conversation or meeting with the DSL from the new school to share safeguarding information.

The DSL attends the NSCP Inter-Agency Safeguarding training. The DSL also attends briefings for DSLs enabling her to remain up to date with safeguarding practices and be aware of any emerging concerns/themes emerging in Nottinghamshire. The expectation is that the DSL will attend at least two briefings per academic year.

Additional support may be sought from outside educational support agencies in exceptional circumstances. Children will be offered emotional support where required and parents will be consulted where appropriate. Parents/carers are welcome to come into school to seek support or advice; this can be by appointment with the Form Tutor, DSL or Head Teacher depending on the nature of the issue or alternatively we offer an 'open door policy' for parents who wish to discuss urgent issues relating to their child.

The school knows how to identify and respond to:

- Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional, Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation/trafficked children
- Children Missing from Education
- Domestic abuse
- Child-on-Child abuse and Child-on-child sexual violence and sexual harassment
- Risky behaviours including concerns around extremism/radicalisation
- Sexual health needs
- Obesity/malnutrition
- Inclusion and diversity including SEND, LGBT+ pupils
- On-line grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability.
- Breaches of the Equality Act 2010.
- Self-Harm
- 'Honour' based abuse
- Female Genital Mutilation
- Unaccompanied asylum seeking children

As a school should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not everyone who has been subjected to abuse considers themselves a victim or would not want to be described in this way. The school will be conscious of this when managing an incident and be prepared to use any term with which the child is the most comfortable. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**'. Staff will think very carefully about the use of this terminology, especially when speaking in front of children, not least in some cases as the abusive behaviour will have been harmful to the perpetrator as well. The appropriate terminology to be used will be decided on a case-by-case basis.

The school realises it can be important for children to meet with their social worker during the school day and will facilitate these meetings when requested. The DSL works with social care and safeguarding partners to ensure children subject to Child Protection and Child in Need plans are kept safe and the child's needs are met. This includes facilitating requests from social workers, family services and counsellors, preparing reports for meetings and attending Children in Need reviews and initial and review Child Protection conferences. The Designated Teacher will attend Looked After Children (LAC) reviews.

Avenues for support for pupils, parents and carers are given in face-to-face meetings, through the PDP and RSE programme and posters are also displayed in the entrance area of the school and near the School Office. There is also a Safeguarding Noticeboard in school. The school's Child Protection Procedures and Safeguarding Policy is published on the school's website and contact details for the DSL are on the homepage of the website.

If the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and will be satisfied that the provider can meet the needs of the pupil. Children who attend alternative education often have complex needs, it is important the proprietor and DSL ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm to which pupils may be vulnerable. Information sharing for pupils who receive education provision outside of the school is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. The school should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

The DSL will visit the pupil at the alternative provision and termly progress reports are provided by the alternative education provider. The DSL also has monthly meetings with pupils in alternative provision to see how they are progressing.

i) Equality statement

Some children have an increased risk of abuse and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

j) School Responsibilities

Orchard School will follow the procedures and guidance set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and by the DfE in *Keeping Children Safe in Education 2022*. For further information on Nottinghamshire procedures see the *Referrals* and *Responding to Abuse and Neglect* sections on the NSCP website <https://www.nottinghamshire.gov.uk/nscp>

The Orchard School will:

- Employ a DSL who is a member of the senior leadership team who will take lead responsibility for Safeguarding and Child Protection (including online safety). A Deputy DSL will also be employed. Appropriate training and support will be given for these roles. There will also be the employment of a Designated Teacher for Looked-After children. The DSL's role and Deputy DSL's role are written in their job descriptions and clarifies the role and responsibilities as defined in *KCSiE 2022 Annex C*.
- Have a nominated proprietor responsible for child protection/safeguarding
- Make sure as part of the induction process every member of staff and person working on behalf of the school (including temporary and supply staff and volunteers) knows the identities of the DSL and Deputy DSL and their roles and responsibilities.
- The DSL will give **all staff** copies and explanations of the following policies:
 - The Whole School Child Protection Procedures and Safeguarding Policy (this includes the role and identity of the DSL and Deputy DSL and the policy and procedures to deal with child-on-child abuse).
 - The Behaviour Policy
 - The Code of Conduct and Staff Information Systems Code of Conduct
 - The Children Missing Education Policy (including the Safeguarding response to children who go missing in education)
 - Part One, Part Five and Annex B of *KCSiE 2022*
 - E-Safety/ Online Safety Policy
 - Staff Handbook
- Ensure that **all staff read at least** Part One, Part Five and Annex B of *KCSiE 2022*; and ensure that mechanisms are in place to assist staff to demonstrate their understanding and to be able to discharge

their role and responsibilities as set out in Part One of the guidance. To show compliance with this a signed register of this action will be overseen by the DSL and the register kept by the School Office. Senior Leaders, DSL and Deputy DSL and proprietors have to read the whole document.

- Ensure all staff and volunteers understand their responsibilities in being alert to the indicators of abuse and neglect and their responsibility for following the processes set out in this policy and referring any concerns without delay to the DSL or Deputy DSL or to children's social care (through MASH)/police if a child is in immediate danger.
- Staff should expect to support social workers and other agencies following any referral, especially if they were involved in, being alert to, or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school in order to allow children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Ensure all staff know they have a duty to safeguard children inside and outside the school environment including on school trips, extended school activities, vocational placements and alternative education packages. Risk assessments are carried out for trips and a health and safety check for children on work experience.
- Establish and maintain a safe environment where children can learn, where the children feel secure, are encouraged to talk and are listened to and are heard.
- Ensure children know there are trusted adults in the school whom they can approach if they are worried or in difficulty. Our school's arrangements for consulting with, listening and responding to pupils are that all pupils have a Form Tutor who they confer with on a regular basis and it could be that at one of these discussions a potential issue may arise. Children are also encouraged to talk with the DSL, Deputy DSL, a member of the Senior Leadership Team or any members of staff with whom they feel comfortable.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnerships with agencies.
- Make sure all staff and volunteers are aware of the local *early help* process and understand their role in making referrals or contributing to early help offers and arrangements. Every effort should be made to identify children who may benefit from early help and support should be put in place as soon as a problem emerges at any point in a child's life.
- Work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- 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 and that a copy of the policy is published on the school's website.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Support staff members liaising with other agencies.
- Support the DSL in setting up inter-agency assessments and in the constant review of all individual cases of concern which should be discussed with Children's Social Care if the situation does not improve.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in a locked cabinet. Electronic files are stored on an encrypted laptop and paper copies printed and kept secure by the DSL.

- Make sure **teachers** are 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 legal duty upon teachers to report to the police (through the 101 number) where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18**. Those failing to report such cases will face **disciplinary sanctions**. Staff **must not** examine pupils. The teacher must still discuss any such case with the school's DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. Other staff must inform the DSL of any concerns about FGM who will follow the safeguarding procedures.
- Ensure all staff have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via child-on-child abuse (an awareness that children can abuse other children and it can happen both inside and outside school and online), which may include but not be limited to:
 - bullying (including cyberbullying, harmful online challenges, hoaxes, prejudice-based bullying and discriminatory bullying)
 - abuse in intimate personal relationships between peers
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which might be stand-alone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as 'sexting' or 'youth produced sexual imagery')
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and many also include an online element)
 - behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care. The school will follow Nottinghamshire's policy and statutory guidance on *Children Missing In Education* (CME) and notify Children's Social Care and any allocated social worker if:
 - A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
 - There is an unexplained absence of a pupil on a CPP and where no contact can be established with the child or parent or appropriate adult linked to the child.
- Ensure that processes and procedures are in place to deal with any safeguarding allegation or concern (no matter how small) about staff members (including supply staff, volunteers and contractors).
- Ensure safe recruitment practices are always followed
- Apply confidentiality appropriately
- Apply NSCP escalation procedures (https://nottinghamshirescb.proceduresonline.com/p_conflict_res.html) if there are any concerns about the actions or inaction of social care staff or staff from other agencies

- Ensure all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face-to-face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abuse images and pornography, to those who do not want to receive such content.
- Provide first aid and meet the health needs of children with medical conditions
- Promote pupil health and safety
- Promote safe practice and challenge unsafe practice
- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside the school environment
- Ensure the security of the school site
- Take all appropriate actions to address concerns about the welfare of a child, working to policies and procedures in partnership with local agencies.
- Address drugs and substance misuse issues
- Support and plan for young people in custody, and for their resettlement back into the school community
- Have adequate signposting to external sources of support and advice in place for staff, parents and pupils. All adults should feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the DSL and should be able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know these concerns will be taken seriously by the senior leadership team. The whistleblowing policy is reviewed annually and sent to all staff members as a reminder of the procedures.
- Make sure emerging themes are proactively addressed and fed back to the local authority and NSCP to ensure a coherent approach so that multi-agency awareness and strategies are developed. This includes working with 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.
- Work in accordance with *Working Together to Safeguard Children* July 2018 (updated December 2020 and July 2022) and the Nottinghamshire Safeguarding Children Partnership (NSCP) Continuum of Need to ensure children and young people receive the most appropriate referral and access provision.
- Work within the provision of the Equality Act 2010 to take positive action, where it can be shown to be proportionate, to deal with particular disadvantages affecting pupils with a protected characteristic in order to meet their special need.
- Help children develop realistic attitudes to their responsibilities in adult life and make sure importance and prioritisation is given to equipping the children with the skills needed to stay safe. This will occur by providing opportunities in assemblies, RSE, PDP and ICT curriculum for children to develop the skills they need to recognise and stay safe from abuse including:
 - the availability of local and online advice
 - recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, child-on-child abuse, sexual violence and sexual harassment, the sharing of nude and semi-nude images.
 - supporting the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- recognising how pressure from others can affect their behaviour
- knowing that the school 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.
- ensuring the school's behaviour policy includes measures to prevent bullying including cyber-bullying, harmful online challenges, hoaxes, prejudice-based bullying and discriminatory bullying.
- maintaining an E-Safety/ Online Safety Policy, Remote Learning Policy and Mobile and Smart Technology Policy.
- addressing any 'harm outside the home' also known as 'extra-familial harm' by making the school a place of protection where pupils can share concerns and seek support. Pupils should see the school as a place of safety where they can form safe and trusted relationships. This is created by the school's ethos and by sharing good communication with safeguarding partners and services so the pupils are assured they are listened to, heard and offered support to enable them to share sensitive information and strengthen their resilience.
- working with parents, carers and external services to form strong and trusted partnerships.

As a result, the children can:

- recognise and manage these risks in different situations, (including on the internet and mobile devices),
- judge what kind of physical contact is acceptable and unacceptable,
- recognise when pressure from others, including people they know threatens their personal safety and well-being and supports them in developing effective ways of resisting pressure.

How the school will support children

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from speaking to the DSL if they have concerns about a child. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of '**it could happen here**' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

The school will endeavour to support the pupils through:

- The content of the curriculum this includes the PDP and RSE programme which can be adapted to deal with current/topical issues and the ICT curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school's Behaviour Policy, Anti-Bullying Policy and Child-on-Child Abuse Policy. These are aimed at supporting vulnerable pupils in the school. The school will ensure the pupils know that some behaviours are unacceptable. The school's message is that everyone as a member of the school community is valued and the school will support any pupils through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. To deal with any incidents the school will follow its Behaviour and Anti-Bullying Policies. Support is also available to the pupils from the Form Tutors and Senior Leadership Team. The school has areas where pupils may be isolated.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision), Behaviour and Attendance Service and Education Psychology Service, use of

Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF) and Online Referral (EHOR).

- Ensuring that, where a pupil leaves and is subject to a Child Protection Plan, Child in Need Plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within 5 working days and the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and/or disabilities is recognised. Support is arranged by the SENDCo and extra one-to-one support or small group sessions are available.
- The school also has a Mental Health Lead to whom the child can go for support.
- Where a child discloses a concern or informs of an incident that involves sexual violence or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never made to feel like they are creating a problem for reporting abuse, sexual violence, sexual harassment or neglect. The DSL will be informed immediately and action taken in accordance with this policy.

Safe Staff and Supporting Staff

The leadership of the school will ensure that all safer working practices and recruitment procedures are followed according to the school's policies and procedures and according to DfE statutory guidance *KCSiE 2022* Part Three. Staff will be informed of any changes to practice.

School leaders and staff will be appropriately trained in safer working practices. 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 where 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 2022* Part Three and maintains a Single Central Record, which is reviewed regularly and updated in accordance with *KCSiE 2022*.

Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Code of Conduct and the Staff Information Systems Code of Conduct. The Code of Conduct includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns is included in the Code of Conduct.

Newly appointed staff, supply staff and volunteers will be informed of the arrangements for safer working practices by the DSL and Officer Manager during the induction process. There is a new member of staff induction checklist which is kept by the School Office.

In the event of any complaint or safeguarding allegation against a member of staff (supply staff, volunteers and contractors) or concern (no matter how small), the Head Teacher (or the DSL if the Head Teacher is not present), will be notified immediately. If it relates to the Head Teacher, the co-proprietor will be informed without delay. If there is a situation where there is a conflict of interest in reporting the matter to the Head Teacher, then it will be reported directly to the LADO. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO)/Allegation Officer.

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 in particular by the DSL.

Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO where appropriate to the leadership team.

k) Roles and Responsibilities within the school

All staff responsibilities (including volunteers)

It cannot be stated enough that safeguarding, child protection and promoting the welfare of children is everyone's responsibility.

Everyone in our school who comes into contact with children and their families has a role to play in safeguarding children by identifying concerns, sharing information and taking prompt action. Staff should maintain an attitude of "it could happen here" with regards to safeguarding.

All staff in the school must consider, at all times, what is in **the best interests of the children**. This policy also applies to extended school and off-site activities. Should a concern arise, doing nothing is not an option. All staff will know the names of the DSL and the Deputy DSL, their roles and responsibilities and know how to contact them.

All staff within our school are particularly important as they are in a key position through their contact with children in and outside of the school environment to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. They also have an individual responsibility to refer safeguarding and child protection concerns.

All staff have a responsibility to provide a safe environment in which children can learn this is both in school and when outside school on trips. All trips have risk assessments, pre-site visits are recommended and staff to pupil ratios are maintained.

All staff are aware of systems within Orchard School which support safeguarding and these are explained to them as part of staff induction which includes reading and understanding the: Whole School Child Protection Procedures and Safeguarding Policy which includes the policy and procedures to deal with child-on-child abuse; the code of conduct, the E-Safety/ Online Safety Policy and Staff Information Systems Code of Conduct, the role of the DSL, the procedures relating to the safeguarding response for children who go missing from education and Part One, Part Five and Annex B of KCSiE 2022.

All staff are aware of and understand the local early help process and their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff must be prepared to support children who may benefit from early help and ensure where there are unmet needs, an early help discussion is initiated. Staff know in the first instance to discuss their concerns with the DSL and understand they may be required to liaise with and support other agencies and professionals in their assessments for and provision of early help (advice may be sought from Nottinghamshire Early Help Consultants).

All staff are aware of the indicators of different types of abuse and neglect and understand that children can be at risk of harm inside and outside the school, inside and outside of home and online. Knowing what to look for is vital for the early identification of abuse and neglect so staff are able to identify cases of children who may be in need of help or protection and support can be put in place to prevent concerns from escalating. All staff know to immediately report concerns directly to the DSL or Deputy DSL; should neither of these be available concerns should be reported to the Head Teacher. They are also aware that mental health problems can, in some cases, be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation and they are aware of the indicators and risk factors that signal children are at risk from, or are involved in serious violent crime.

All staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability and/or sexual

orientation or language barriers. This should not prevent all members of staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how to build trusted relationships with pupils to facilitate communication.

Indicators of all types of abuse are included in this policy, on the Safeguarding Notice Board, at induction where the NSCP Safeguarding Children indicators of possible abuse or neglect booklet is issued to staff and in safeguarding refresher courses. If unsure staff know they must always speak to the DSL or Deputy DSL.

All staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect including specific issues such as FGM, as covered in this policy and the whole school training (Guidance from DfE practitioners is also available). Staff will treat information with confidentiality and only liaise with people who need to be involved such as the DSL and children's social care. Our staff will **never promise a child that they will 'keep a secret'** or not report a disclosure, allegation or a report of any form of abuse as this may not be in the best interest of the child. They also know the importance of reassuring victims that they are being taken seriously and they will be supported and kept safe.

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.

All staff are aware of the process for making referrals through MASH to local authority children's social care and for statutory assessments under the Children Act 1989 especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments in supporting social workers and other agencies.

Through the DSL staff understand their role and the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training opportunities.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them.

All staff are aware that technology can cause or be a factor in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online and this can take place concurrently via online channels and in daily life. Children can also abuse other children online for example by sending abusive, harassing and misogynistic/misandrist messages and the non-consensual sharing of indecent images (especially in chat groups) and sharing abusive images and pornography to those who do not wish to receive such content.

The DSL and deputy DSL will remain mindful of children's access to online sites when away from school and the risks of harmful online challenges and online challenges. Information will be shared with parents and carers about where to get help and support.

It is also essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and a 'zero tolerance' approach will be taken to harassment and abuse as informed in KCSiE.

To support the mental health needs of the pupils the school has a Mental Health Lead, pastoral support is also available and a referral to CAMHS can be made by email, online, by telephone or through the GP and self-

referrals can be made via the CAMHS website. More details for can be found in the *Pathway to Provision*. The school also has a private counsellor to recommend to parents.

Staff are aware that mental health problems can, in some cases, be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation. Whilst only a trained professional should attempt to diagnose a mental health problem staff are well-placed based on day-to-day observations to identify children whose behaviour suggests they may be experiencing a mental health problem or at risk of developing one. The indicators of a mental health problem are included in this policy and on the Mental Health referral form.

In addition to the above responsibilities all staff will:

- ❖ follow the procedures set out by the NSCP and take account of guidance issued in Part One, Part Five and Annex B of KCSiE 2022 and sign a declaration to say they have read and understood this guidance
- ❖ follow the processes set out in this policy and record their concerns if they are worried that a child is being abused and report these to the DSL without delay. If the DSL is not contactable immediately the Deputy DSL should be informed.
- ❖ be prepared to refer directly to local authority social care through MASH, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- ❖ know their duty concerning unsafe practices in regard to children by a colleague.
- ❖ follow the allegations' procedures if the disclosure is an allegation against a member of staff (this includes supply staff, other staff, volunteers and contractors) or concern (no matter how small). If a member of staff has a safeguarding concern or an allegation about any other member of staff (including supply staff, volunteers and contractors) that does not meet the *harm threshold* then this should be shared in accordance with the school's policy in reporting low level concerns.
- ❖ 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 who they can approach if they are worried or have concerns.
- ❖ attend training to be aware of and alert to the signs of abuse.
- ❖ recognise that children are capable of abusing other children (often referred to as child-on-child abuse) and that it can happen both inside and outside school and online. All staff should be clear on the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- ❖ reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online.
- ❖ provide a safe place for pupils who are LGBT to speak out and share their concerns
- ❖ be aware that children can be at risk of harm inside and outside of their home, at school and online.
- ❖ be aware that children who are (or who are perceived to be) LGBT can be targeted by other children.
- ❖ have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via child-on-child abuse and the important role they play as members of staff in preventing and responding when they believe a child may be at risk from child-on-child abuse.
- ❖ be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. This 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 well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by individuals associated with criminal networks or gangs. All staff should be aware of the associated risks of serious violence and understand the measures in to place to manage these.
- ❖ plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- ❖ support pupils in line with their Child Protection Plan, Child in Need Plan, LAC Care Plan.

- ❖ notify the DSL or the Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- ❖ know 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 to report to the police (through the 101 number) where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18**. Those failing to report such cases will face **disciplinary sanctions**. Staff must **not** examine pupils. The teacher must discuss any such case with the school's DSL and involve children's local authority social care through MASH as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. Other staff should inform the DSL of FGM concerns.
- ❖ provide learning opportunities for example with the NSPCC, PCSOs and health professionals. Year 5/6 take part in the NSPCC *PANT* programme every two years, PCSOs can be contacted to come into school to talk about topical issues and the immunisation team give information talks about HPV and boosters before the immunisations are carried out.

Specific staff responsibilities:

The Senior Leadership Team responsibilities are to:

- contribute to inter-agency work in line with *HM Working Together to Safeguard Children 2018* (updated December 2020 and July 2022) guidance
- be aware of and follow local safeguarding arrangements.
- provide a co-ordinated offer of early help when additional needs of children are identified
- ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2022 paragraphs 21 to 30), and through access to regular training opportunities and updates.
- ensure staff are alert to the various factors that can increase the need for early help (*KCSiE 2022 paragraph 20*)
- work with local authority Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate
- carry out tasks delegated by the Head Teacher such as training of staff, safe recruitment and maintaining a single central record
- provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- treat any information shared by staff or pupils with respect and follow agreed policies and procedures
- ensure that allegations or concerns against staff (including supply teachers, other staff volunteers and contractors) including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2022 Part Four 'Allegations made against/ Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors and in Sections One and Two') and from the NSCP.
- have an awareness of and understanding of the provisions in place for filtering and monitoring systems, manage them effectively and know how to escalate concerns when identified.

The Office Manager responsibilities are to:

- ❖ Liaise with the Head Teacher, DSL and Senior Leadership Team in the maintenance of a single central record.

Teachers (including Newly Qualified Teachers and Early Careers Teachers) and Head Teachers – Professional duty

The Teacher's Standards 2012 (updated 13th December 2021) states that teachers, newly qualified teachers (called Early Careers Teachers from September 2021) and Head Teachers should safeguard children and maintain public trust in the teaching profession as part of their professional duties.

The Designated Safeguarding Lead

The DSL, Mrs Nancy Stokes, is a member of the senior leadership team. The DSL has received appropriate training and support for this role and takes lead responsibility for child protection and safeguarding children (including online safety). When the DSL is absent, the Deputy DSL Miss Victoria Fox will act as cover. In the exceptional circumstances the DSL and Deputy DSL are not available, Mrs Sandra Fox, the Head Teacher will act as cover.

The DSL and Deputy DSL should be conversant with Annex C of KCSiE 2022 and act in accordance with KCSiE and other local child protection and safeguarding guidance, policy and practice. The DSL and Deputy DSL have completed the required training and the Deputy DSL is overseen by the DSL. The DSL should also make herself aware of and follow local safeguarding arrangements.

The DSL will liaise closely with other services such as local authority children's social care, the three safeguarding partners, the police, early help and will work with any other agencies in line with *Working Together to Safeguard Children*. The DSL and Deputy DSL are most likely to have a complete safeguarding picture and will be the most appropriate people to advise on the response to safeguarding concerns.

The DSL will be given the time, funding, training, resources and support to carry out her role. The DSL will refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly. The DSL will also have a good understanding of harmful sexual behaviour.

The DSL will keep the Head Teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The DSL (and Deputy) will also know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and harassment and be confident as to how to access this support. The DSL will also be aware that child must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The school acknowledges the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The 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.

The DSL has a responsibility to ensure members of the Senior Leadership Team, the Deputy DSL, SENDCO and proprietors read KCSiE 2022 in full and to ensure the school's safeguarding arrangements are compliant with all statutory requirements and all actions are taken to keep children safe.

The DSL and deputy DSL maintain a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker (if there are any at the school) and the barriers that these children might experience in respect of attendance, engagement and achievement at school.

The DSL, along with the Designated Teacher, can inform the Head Teacher of the number of children in the school who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances

The Designated Teacher and DSL maintain data for children who have looked after status and for children who have been involved in the care system (if there are any in the school).

The responsibilities of the DSL are explicit in her job description.

The DSL also has the following responsibilities as specified in Annex C of *Keeping Children Safe in Education 2022* and by the Nottinghamshire Safeguarding Children Partnership:

✓ **Availability**

During term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the DSL, the Deputy DSL should be contacted and the Head Teacher will provide cover if both the DSL and Deputy are absent. The DSL will be informed as a matter of urgency about the contact.

The contact details are:

DSL - Mrs Stokes, nstokes@theorchardschool.co.uk, DSL mobile phone 07922 850155, school landline 01427 880395

Deputy DSL – Miss Fox, yfox@theorchardschool.co.uk, 01427 880395

Head Teacher – Mrs Fox, sfox@theorchardschool.co.uk, 01427 880395

School out of hours emergency contact number – 07973 348640

Arrangements for out of hours/out of term activities are the DSL can be contacted by her school email and on the DSL mobile phone number. The DSL's mobile number and the school's out of hours emergency contact number, which can also be called to contact the Head Teacher, are listed on the homepage of the school's website (the DSL will be informed as a matter of urgency about the contact).

- ✓ **Lead responsibility for safeguarding and child protection (including online safety).** This should be explicit in the role holder's job description. The DSL should have the appropriate status and authority within the school to carry out the duties of the post. The role of the DSL carries a significant level of responsibility and they should be given additional time, funding, training, resources and support they need to carry the role out effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

✓ **Manage referrals**

The DSL is expected to refer cases:

- of suspected abuse and neglect or allegations to the local authority children's social care as required and any other relevant investigating agencies and to support staff who make referrals to local authority children's social care and other referral pathways
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and
- where a crime may have been committed to the Police as required.
- ensure arrangements are in place year round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, of abuse, or bullying or sexual harm or harassment has occurred.

✓ **Work with others**

The DSL is expected to:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the three safeguarding partners (NSCP)
- liaise with the Head Teacher to inform her of issues and ongoing investigations - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019
- as required, liaise with the “case manager” (as per Part Four of KCSiE 2022) and the local authority designated officer(s) (LADO) for child protection concerns and allegations in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, mental health lead and SENDCO) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that the children’s needs are considered holistically
- liaise with the Mental Health Lead where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Head Teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues may be having on children’s attendance, engagement and achievement at school. This includes:
 - ensuring the school knows who its cohort of children who have a social worker or have had a social worker are, understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory care intervention has ended, there is still a lasting impact on children’s educational outcomes
- take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and contribute to the assessment of children
- liaise with the local authority and other agencies in line with *HM Working Together to Safeguard Children 2018* (updated December 2020 and July 2022) and the Nottinghamshire Safeguarding Children Partnership procedures and practice guidance
- be aware of the local arrangements put in place by the NSCP and know how to access the NSCP website and training
- have meetings with the Deputy DSL to make sure both the DSL and Deputy DSL are informed of all children subject to safeguarding concerns.
- attend the NCC DSL Focus Group Meetings. The DSL will feedback information relevant to the staff through staff meetings and via the Safeguarding Notice Board in the Staff Room. The DSL will also contribute to the development of the curriculum and learning experiences for the pupils through the PDP and RSE programme.

✓ **Information sharing and managing the Child Protection file**

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Concerns and referrals should be kept in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved

- a note of any action taken, decisions reached and the outcome

The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance as set out in Part One and Part Two of KCSiE 2022.

Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENDCos or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the proprietors annually. A record of or data on the children having or have had a social worker and local authority social care involvement will be maintained. Records where there is a concern about a child has been identified should be maintained, kept and stored in accordance with the statutory guidance in KCSiE 2022.

✓ **Raising Awareness**

The DSL should:

- ensure the school's child protection policies are known, understood and used appropriately
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietors regarding this
- work strategically to ensure policies and procedures are up to date and support development work within the school
- ensure the child protection policy is available publicly and parents and carers know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.
- ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

✓ **Training, knowledge and skills**

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well

as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements these include the NSCP's Pathway to Provision, EHAF/EHOR and the Early Help Unit
- have a working knowledge of how the NSCP operates, the conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the DSL has in providing information and support to local authority children's social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation and being grooming into extremist behaviours and attitudes
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The DSL is responsible for her own training and should obtain access to resources or any other relevant refresher training. The DSL is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintain a register to evidence the training.

In addition to the formal training set out above, the DSL's knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

The training undertaken by the DSL will enable them to:

- ensure each member of staff has access to, and understands, the school's Child Protection Procedures and Safeguarding Policy, especially new and part-time staff
 - be alert to the specific needs of children in need, those with special educational needs and or disabilities and young carers
 - encourage a culture of protecting children; listening to children and taking account of their wishes and feelings
 - understand the reporting requirements for FGM
 - Understand and support children to keep safe when online and when they are learning at home.
- (KCSiE 2022)

✓ **Providing support to staff**

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

✓ **Understanding the views of children**

It is important that children feel heard and understood. Therefore, DSLs (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

✓ **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSiE 2022, and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

The DSL will also:

- ✓ ensure that all staff are given a copy of, read and be able to demonstrate understanding of Part One, Part Five and Annex B of KCSiE 2022. To show compliance with this a signed register of this action will be maintained by the DSL.
- ✓ ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of the guidance.
- ✓ make sure all staff are aware of the *early help* process and understand their role in it.
- ✓ support staff members liaising with other agencies and in the setting up of inter-agency assessments
- ✓ ensure all individual cases of concern are kept under constant review, and discuss with local authority Children's Social Care if the situation does not improve.
- ✓ as part of the induction process give all staff copies and explanations of the following policies:
 - The Whole School Child Protection Procedures and Safeguarding Policy (this includes the role and identity of the DSL and Deputy DSL and the policy and procedures to deal with child-on-child abuse).
 - The Behaviour Policy
 - The Code of Conduct and Staff Information Systems Code of Conduct
 - The Children Missing Education Policy (including the Safeguarding response to children who go missing in education)
 - Part One, Part Five and Annex B of KCSiE 2022
- ✓ make sure teachers are 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 legal duty upon teachers to report to the police (through the 101 number) where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.**

The Deputy DSL

The Deputy DSL is responsible for taking over the role of the DSL in the event of the DSL's absence. Whilst the activities of the DSL can be delegated to an appropriately trained deputy, the ultimate lead responsibility for Child Protection, as set out above, remains with the DSL and cannot be delegated.

The Deputy DSL has received the same training as the DSL and the role is explicit in her job description. She will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. She will assist the DSL in managing referrals.

The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

- ensuring that appropriate procedures and policies are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This includes ensuring the Child Protection Procedures and Safeguarding Policy describes procedures in accordance with government guidance and local multi-agency safeguarding arrangements.
- ensuring the Child Protection Procedures and Safeguarding Policy is updated annually, as a minimum, and available publicly by the school website.
- approving this policy.
- ensuring this Child Protection Procedures and Safeguarding Policy and safeguarding procedures are understood and followed by all staff.
- ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- ensuring that Orchard School has an up-to-date Single Central Record which is reviewed regularly and compliant with statutory guidance.
- communicating this policy to parents via the school website and parents are signposted to this in the new pupil starter packs.
- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- allocating sufficient resources and time to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- ensuring all staff undertake appropriate safeguarding and child protection training and update this regularly.
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer where appropriate.
- making decisions regarding all low-level concerns, although she may wish to collaborate with the DSL on this.
- making sure all staff and volunteers feel able to raise concerns about poor or unsafe practice with regards to children and potential failures in the safeguarding regime, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.
- ensuring all staff including supply teachers and volunteers have access to, read and understand the requirements placed on them through: the Child Protection Procedures and Safeguarding Policy, the Code of Conduct, the E-Safety/ Online Safety Policy and Staff Information Systems Code of Conduct, and Part One, Part Five and Annex B of KCSiE 2022, as a minimum
- ensuring there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2022
- where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the Head Teacher will discuss the allegation immediately with

the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2022). If the allegation is against the Head Teacher, then the Co-Proprietor will manage the allegation. Where there is a conflict of interest the allegation should be reported directly to the LADO.

- being aware of the local arrangements put in place by the NSCP and know how to access the NSCP website and training

Proprietors

As the school does not have a governing body Mrs Fox will have the leadership responsibility for the school's safeguarding arrangements and must ensure they comply with the school's duties under the legislation and must have regard to KCSiE 2022, ensuring policies, procedures and training in school are effective and comply with the law at all times.

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

- ensuring there is an individual proprietor to take leadership responsibility for safeguarding and champion child protection issues in school.
- reading KCSiE in full
- facilitating a whole school approach to safeguarding which involves everyone in school, ensuring all systems, processes and policies operate with the best interests of the child at their heart
- ensuring that the school has effective policies and procedures in line with statutory guidance (*HM Working Together to Safeguard Children 2018*, updated December 2020 and July 2022) as well as with local NSCP guidance and monitor the school's compliance with them
- ensuring cooperation with the local authority and other safeguarding partners
- ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to safeguard and promote a child's welfare
- ensuring the Child Protection Procedures and Safeguarding Policy is updated annually, as a minimum, and available publicly on the school website.
- recognising the importance of information sharing between agencies through the statutory guidance provided within *KCSiE 2022*
- appointing a DSL from the leadership team who has appropriate status and authority within the school to take lead responsibility for child protection/safeguarding and a Designated Teacher for Looked- After Children. The DSL role carries a significant level of responsibility so the post holder must be given the additional time, funding, training, resources and support needed to carry out the role effectively.
- ensuring that all staff read and fully understand at least Part One, Part Five and Annex B of KCSiE 2022 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
- undertaking training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, in order to discharge their responsibilities and act as the school's 'critical friend'
- ensuring there is a training strategy in place for all staff, including the Head Teacher, so that child protection training is undertaken with refresher training in line with *KCSiE 2022* and NSCP guidance. The DSL and all other staff with designated safeguarding responsibilities should receive refresher training at two yearly intervals.
- ensuring that staff undergo safeguarding child protection training (including online 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 any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold about staff members (including supply staff, volunteers and contractors).
- ensuring there are procedures in place to manage and report any safeguarding concerns or allegations against staff (including supply staff, other staff, volunteers and contractors) that may meet the harm threshold and exercise disciplinary functions in respect of dealing with a complaint
- access training to enable the co-proprietor (Mr Atkinson) to comply with and discharge their child protection/safeguarding responsibilities should any allegations be made against the Head Teacher
- ensuring that if there is an allegation made against the Head Teacher that meets the criteria for a referral to LADO then the Co-Proprietor Mr Atkinson will act as the 'case manager' and contact the LADO immediately (within 24 hours) – see Part Four of KCSiE (2022) and liaise with the LADO or other appropriate officers within the local authority
- ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing '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 the LADO) which should be referred to in the school's Code of Conduct
- **ensuring a referral is made to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence**
- **considering whether to refer a case to the Secretary of State (via the Teaching Regulation Agency) where a teacher has been dismissed or their services are no longer used due to serious misconduct or the teacher would have been dismissed or their services no longer used had they not resigned first.**
- being aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) and the local multi-agency safeguarding arrangements
- having an awareness that among other obligations, data protection law places duties on organisations and individuals to process information fairly and lawfully and to keep the information they hold safe and secure.
- 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. It is also reported to the LA when a child is removed from the school roll.
- being aware of the issues involved and the complexity of serious violence and sexual violence and sexually harassment between children and ensure the school has a policy and staff are trained to recognise and respond to incidents, to manage actions and give support to those involved
- ensuring pupils are taught how to keep themselves and others safe, including online
- being alert to and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carers and informing them where to get help and support
- being alert to the growing concerns involving knife crime and be willing to work with the police and safeguarding partners to raise awareness of the impact of such crime within the community
- ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum and their effectiveness is regularly reviewed. They should also ensure the leadership team and relevant staff have an awareness of and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified.
- ensuring that child-on-child abuse is included in child protection and safeguarding policy including consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy
- preventing 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
- making sure safe recruitment policies are embedded and effective

- ensuring at least one person on an interview panel has completed safe recruitment training
- recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities
- making sure staff have the skills, knowledge and understanding to keep children safe
- being open to accepting that child abuse and incidents can happen and be available to act decisively upon them
- if the school premises are used for non-school activities assurances will be sought that the body concerned has appropriate safeguarding and child protection policies in place and inspect them as needed in liaison with the Head Teacher. This applies whether or not the children who attend the provision are on the school roll.

Looked After Children and the Designated Teacher for Looked After Children

For further information and guidance, please refer to the 'Looked After Children Policy'

Looked after children and previously looked after children are vulnerable. The most common reason for children becoming looked after is as a result of abuse and/or neglect. A child who is looked after by a local authority (referred to as a looked-after-child) as defined in section 22 of the Children Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority.

The proprietors will ensure that appropriate staff have access to the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the LA that looks after the child.

A designated teacher is appointed who will work with local authorities to promote the educational achievement of pupils who are looked after. Sections 4 to 6 of the Children and Social Work Act 2017, also gives the designated teacher 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.

- Miss Collinson is the Designated Teacher who has responsibility for promoting the educational achievement of children who are looked after.
- The DSL will also have details of the child's social worker, the name of the Assistant Head of the Virtual School and the names of the key people who are in the child's life in particular the child's foster carers.
- The Designated Teacher will work closely with the DSL (as we recognise that children may have been abused or neglected before becoming looked after) to ensure any safeguarding concerns regarding looked-after and previously looked-after children are responded to quickly and effectively. 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.
- The Designated Teacher will be supported in accessing training where required and given time for one-to-one session with pupils.
- The Designated Teacher will work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children.
- 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.

- The DSL should liaise regularly with the Designated Teacher to maintain data for children who have looked after status and to ensure a package of support is in place for every LAC/previously looked after child to meet their social, emotional and educational needs.

Mental Health Lead including Mental Health and well-being and children requiring mental health support

The Mental Health Lead (Mrs Hatfield) is responsible for the school's approach to mental health and wellbeing. The Mental Health Lead should promote positive mental health and work with the Senior Leadership Team (SLT) in setting a culture within the school that values all staff and pupils, which allows them to feel a sense of belonging, and makes it possible to express feelings and emotions as appropriate using available communication aids.

Mrs Hatfield can be contacted at school by pupils or staff or by her school email (chatfield@theorchardschool.co.uk) or through the school landline number (01427 880395). Parents/carers can also make appointments to see Mrs Hatfield to seek support or advice about their child's mental health needs.

Duties and responsibilities

Whole school approach

Developing and overseeing the whole school approach to mental health and wellbeing, including:

- how staff are supported with their own mental wellbeing
- how pupils and parents are engaged
- making sure all pupils have appropriate support that meets their needs and encourages positive engagement and progress.
- clearly signposting that this approach is the responsibility of all members of school staff and community, and informing them about early signs of mental health problems.
- working with identified professionals to provide interventions for pupils with mental health problems: To assess, to plan, to action and to review.

Working with pupils with mental health needs

- Knowing what national and local mental health services are available, and signposting these to pupils and parents
- Working with the parents and carers as well as the pupils themselves, ensuring their opinions and views are taken into account.
- Developing links with local mental health services
- To communicate effectively with parents, class teachers, the SLT if difficult/dangerous or unusual behaviour may have a root cause that needs addressing.
- Referring pupils to CAMHS or NHS services when appropriate
- To closely monitor groups of pupils who are more vulnerable to mental health difficulties, for example looked after children.
- Supporting the identification of at risk pupils and pupils exhibiting signs of mental ill health
- Establishing and following a clear process if a concern is raised about a pupil's wellbeing

Supporting other staff

- Making sure staff can recognise signs and symptoms of mental health needs in pupils, and know what to do should they have a concern
- Supporting staff in contact with pupils with mental health needs to:
 1. help raise awareness
 2. give all staff the confidence to work with these pupils

3. make them understand their responsibilities to children whose persistent mental health difficulties mean they need input from health and social care professionals.
- Sharing information about pupils with mental health needs with other members of staff where appropriate, so that there can be support throughout the school environment
 - Offering support and guidance to members of staff if they are concerned about their own mental wellbeing. Knowing what services are available to sign post to staff. Informing the SLT if they have concerns about the mental wellbeing of any staff members.

Interventions

- To provide appropriate interventions that enable pupils with identified mental health problems to achieve a sociable life.
- To develop social skills of pupils with mental health problems.
- To work with the SLT to provide positive classroom management and adjust expectations as required to encourage pro-social behaviour and positive learning experiences.
- To work with allocated Social Worker or Family Practitioner to support parents with a social care package. Attend Children In Need meetings where possible as the representative from an educational aspect.
- To work closely with Educational Psychologists, CAMHS or tertiary hospitals where appropriate and to attend meetings to provide a clear perspective of the pupil from an educational aspect.

Coordinating the mental health needs of pupils within the school

- Overseeing/implementing the delivery of pupil interventions, where these are being delivered at school
- Overseeing the outcomes of these interventions on pupils' education and wellbeing

Where children have suffered abuse and neglect or other potentially traumatic adverse childhood experiences this can have a lasting impact throughout their lives. Staff need to be aware that these experiences can impact the child's mental health, behaviour and education. As stated earlier only a trained professional should attempt to diagnose a mental health problem. However, staff are well placed based on their daily observations of the children to identify any behaviour which might suggest a child is experiencing a mental health problem or at risk of developing one. If any staff have a mental health concern about a pupil, they need to speak to the Mental Health Lead and complete Mental Health referral form. If this mental health concern is also a safeguarding concern immediate action must be taken as defined in this policy and the DSL or Deputy DSL must be informed. Early intervention to identify issues and provide effective support is crucial.

The school's role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum
- Identification: recognising emerging issues as early and accurately as possible
- Early support: helping pupils to access evidence based early support and interventions
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

In Nottinghamshire CAMHS offers treatment for mild to severe emotional and mental health needs for children and young people and their families up to the age of 18 years old who have a GP within Nottinghamshire. They can also provide specialist services for children and young people where the mental health need is moderate to severe.

The school also has a private counsellor who parents can contact if requested.

CAMHS has three teams covering different areas across Nottinghamshire. There are also specialist teams which provide further support, these are: *the Eating Disorders Team, What About Me (WAM), Head 2 Head, CAMHS Crisis and Home Treatment Team, Intellectual Disability Team (IDD), Children Looked After and Adoption Team, Paediatric Liaison Team, Primary Mental Health Team, Mental Health Support in School Teams, Neuropsychiatry Team and Substance Misuse Service (SMS) and Face It.*

Children and Adolescent Mental Health Services (CAMHS) – for children registered with a Nottinghamshire GP

Email: not-tr.CAMHSreferrals@nhs.net

Address: Single Point of Access Administrator, CAMHS, Pebble Bridge, Hopewood, Foster Drive, Nottingham, NG5 3FL

Website: <https://www.nottinghamshirehealthcare.nhs.uk/camhs>

If a young person is presenting an immediate risk of significant harm to themselves or others due to symptoms of mental illness/ psychological distress the SPA should be contacted by telephone on 0115 854 2299. If these concerns are outside office hours the CAMHS children and young people out of hours crisis number should be called: 0115 844 0560 or 0808 1963779 (all ages 24/7 crisis line). In an emergency call 999 if there is an imminent risk to life or medical emergency.

Young people and parents/carers are able to self-refer via the Nottinghamshire Healthcare NHS Foundation Trust website: <https://www.nottinghamshirehealthcare.nhs.uk/camhs>.

For more information *Young People and Self-harm: Guidance for Schools* has been produced by the Nottinghamshire County Council Educational Psychology Service (EPS) and Child and Adolescent Mental Health Service (CAMHS). The need for this guidance arose from a serious case review and can be found on the NSCP website. The government has also issued the publications *Preventing and Tackling Bullying* and *Mental Health and Behaviour In Schools Guidance*.

I) Early Help Assessment

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. Early help provides support at any point in a child's life from the foundation years through to the teenage years. *Working Together to Safeguard Children (2018)*, updated December 2020 and July 2022) identifies that effective early help relies upon local organisations and agencies working together to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activities to improve the outcomes for the child

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care through MASH if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Any child may benefit from early help but the staff will be particularly alert to the potential needs for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan (EHCP)
- has a mental health need

- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern day slavery, trafficking, sexual or criminal exploitation.
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol abuse, adult mental health issues and domestic abuse
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as FGM or Forced Marriage
- is at risk of being radicalised or exploited
- is persistently absent from education, including persistent absences for part of the school day
- is a privately fostered child

The Nottinghamshire Early Help Pathway

The Early Help Unit

The Early Help Unit provides a direct contact point for professionals and families requiring early help services in Nottinghamshire. The Unit acts as the referral point for Early Help Services.

All referrals will need to evidence that consent has been provided by the child, young person, parent/carers, except where the referral relates to attendance matters or assistance in applications for parenting contracts, parenting orders, acceptable behaviour contracts and anti-social behaviour orders.

Early Help Unit contact details:

Tel: 0115 804 1248

Email address: early.help@nottscc.gov.uk

Online form: <https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/early-help-assessment-form>

Completing an Early Help Referral

From 1st September 2020 the *Early Help Online Referral* replaced the *Early Help Assessment Form (EHAF)*. However, the EHAF remains in use as an assessment and planning tool for universal services working with families with emerging needs.

Prior to initiating an EHAF, contact should be made with the Early Help Unit to check to see whether an EHAF is already open and to log all new ones. Further information on the EHAF/EHOR process and supplementary information can be found in the *Pathway to Provision*.

Where children and young people are identified as being in need of early help the practitioner should in most cases complete an EHAF. If having completed an EHAF the practitioner has identified that additional services are required to meet the needs of the child or young person then they can either:

1. Make a referral to the Early Help Unit if there are unsure about the service required using the EHOF (<https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/early-help-assessment-form>); or
2. Make a referral directly to the appropriate service contact details for which can be found in the Nottinghamshire *Pathway to Provision*.

m) Confidentiality

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

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

The Data Protection Act and the UK GDPR places a duty on the school to process personal information fairly and lawfully and to keep the information safe and secure.

The Head Teacher and DSL 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 and the UK GDPR must not be a barrier to the sharing of information where failure to do so would result in a child being placed at risk of harm.

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

Staff will have due regard to the data protection principles, which allow them to share (and withhold) personal information. Staff should be confident of the processing conditions under the Data Protection Act 2018 and the UK GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

Staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Under the UK GDPR as supplemented by the Data Protection Act 2018 the school should not provide pupils' personal data if the serious harm test is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation and the serious harm test is met the school must withhold the information in compliance with its obligation under data protection legislation.

The following should also be noted in terms of confidentiality:

- Timely information sharing is essential to effective safeguarding
- The government's *information sharing advice for safeguarding practitioners* includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

For guidance on confidentiality in a case of Sexual Harassment and Sexual Violence please consult the section on this issue later in the policy.

n) Information Sharing

For further guidance on Nottinghamshire procedures see: [https://www.nottinghamshire.gov.uk/nscp/Information Sharing](https://www.nottinghamshire.gov.uk/nscp/Information%20Sharing).

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) and Rapid Reviews (RR's) have highlighted that missed opportunities to record and understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children. (*HM Working Together to Safeguard Children 2018*, updated December 2020 and July 2022).

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their educational outcomes. As part of meeting a child's needs the school will share information with the Nottinghamshire Safeguarding Children Partnership, other organisations, agencies and practitioners as required. The school should be pro-active in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

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

- *DfE KCSiE 2022*
- *HM Working Together to Safeguard Children 2018* (updated December 2020 and July 2022)
- *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*.

The staff at the school also complete Data Protection Training.

o) Records and Monitoring

All concerns, including minor concerns, are reported to the DSL who logs it in a *Concerns* file. Once a concern has been raised, a 'concerns' form is filled in, this is dealt with immediately. A concerns file is opened in paper and electronic format. Once the issue has been dealt with the DSL will give feedback to the member of staff who raised the concern to tell them the action which has been taken.

Records can build a pattern or picture of concern which may lead to a referral being made. Recorded information may be used in criminal proceedings resulting from current and historic allegations of abuse.

Safeguarding, child protection and welfare concerns will be recorded in writing within 24 hours and kept in a separate secure file known as a 'concerns' 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' on it to denote a separate file exists. Parents do not have access to this file. 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 possible witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. The files have a front cover sheet with a section for stating the agencies in place and a chronology sheet.

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 in Appendix One should be used in accordance with recording guidance and to support clarity for examples of areas of injury, marks and bruising and or touching.

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

The monitoring of the school's safeguarding and child protection files is on-going by the DSL and all files are reviewed annually by Mrs Fox Head Teacher/Proprietor. The school will ensure all 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 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.

Orchard School maintains paper and electronic *concerns* files.

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 'Concerns', 'Child Protection' (CP), 'Child in Need' (CiN) or 'Confidential' file

The establishment of a Child Protection, Child in Need 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 should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances and needs will need to be taken into account, for example if a child is subject to a Child Protection Plan, is a Looked After Child or a Child In Need. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and the DSL.

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

- a referral to MASH/ local authority Children's Social Care
- a number of minor concerns
- any child open to social care

Within a child's 'child protection', 'confidential' or 'concerns; file there is/are:

- a front sheet
- a chronology
- the individual documents and bundles in the file which include a record of concerns in more detail and a body map where appropriate, and a record of concerns and issues shared by others where appropriate

The school will keep written and electronic records of concerns about children even where there is no need to refer the matter to MASH/ local authority 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 DSL 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/EHOR 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.

Transfer of a child's 'Concerns', 'Child Protection File', 'Child in Need', LAC or Confidential File.

The school will adopt the file transfer guidance contained in KCSiE 2022 and ensure when a child leaves, their confidential/child protection file is sent securely to the new educational setting 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 is obtained. For children who are subject to social care and safeguarding agency involvement the file will evidence the child's journey and include key information as described in KCSiE 2022. Should a child subject to social care involvement transfers from the school we will ensure the child's Child Protection or Confidential File move is transferred within five days as required by KCSiE 2022.

The DSL will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to ensure a positive integration experience and engagement with new staff and learning.

The DSL will ensure secure transit - if the new school or college is within reasonable travelling distance the DSL will make an appointment with the new DSL. At the meeting the file will be handed over and discussed with the new DSL, a form will be signed to confirm the handover and that all issues have been explained. If the new school or college is too far to expect the DSL to travel the file is posted to the new DSL by recorded delivery. A telephone appointment is then arranged by the DSL with the new DSL to discuss the file. A form is sent to the DSL to confirm receipt of the file and its discussion.

As we do not use electronic case management systems if the child is moving on to a school or college that uses this then it is important that there is a good dialogue between the DSLs 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.

As the receiving school of a file we will ensure that key staff such as the DSL and SENDCo are aware as required.

In accordance with KCSiE 2022 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing in advance 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children.

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, will be kept. This will also be recorded on the chronology and kept within the confidential file for that child, as over time they are likely to help identify any patterns of emerging risks and needs. 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.

Further detailed recording will be added to the record of concern and it will be signed and dated. Records can include an analysis of the events or concerns and will take 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 EHOP/EHAF should be undertaken, or whether a referral should be made to MASH/ local authority Children's Social Care in line with the NCC Pathway to Provision.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse.

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

Record-keeping

We will hold records in line with our records retention schedule.

Non-confidential records will be available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

p) The Child Protection Register

Nottinghamshire's Children's Social Care services have information in respect of all children resident in the respective local authorities who are considered to be at risk of significant harm and for whom there is a protection plan. It is important that agencies and practitioners who have concerns about a child are able to make enquiries to establish whether a child is the subject of a Child Protection Plan.

Children's Social Care will retain records of children who have been subject to a Child Protection Conference up to the 23rd birthday of the youngest entrant including where a child has died. In all other cases the records will be kept for three years after the last enquiry to the Safeguarding Children Information Management Team.

Nottinghamshire Safeguarding Children Partnerships have a specific team whose primary purpose is to ensure that information held about children with a Child Protection Plan is accurate and up to date. These teams were previously referred to as the Child Protection Register team but are now called the Safeguarding Children Information Management Team.

q) Supporting Vulnerable Groups At Risk /Children potentially at greater risk of harm

Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities. We recognise that children with SEN and or disabilities can face additional safeguarding challenges.

Children with Special Educational Needs and Disabilities or health issues

We recognise that children with SEN and/or disabilities or certain medical or physical health conditions can face additional safeguarding challenges on and offline. These children 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.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND. They may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child-on-child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

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

- these pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- the potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or not understanding the consequences of doing so
- addressing individual behaviour concerns and incidents concerning the child's SEN and disabilities.

Any reports of abuse involving children with SEND will require close liaison with DSL and the SENDCo.

The school will endeavour to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- The employment of a SENDCo and extra support sessions including small group support and one-to-one sessions.
- Its Behaviour Policy aimed at supporting vulnerable pupils in school. A consistent approach should be taken by all staff which focuses on the behaviour of the offence committed by the child and working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships and offering extra pastoral support.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key Workers or social workers where a child leaves the school (as appropriate)
- Make it common practice to enable the pupils to make their wishes and feelings known in respect of their care and treatment.
- Ensure that the pupils receive appropriate personal and social education (including sex education).
- Make sure that all the pupils know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using facilitators who are skilled in using the child's preferred method of communication.
- Recognise and utilise key sources of support including staff in schools, friends and family members where appropriate.
- Following Nottinghamshire's procedures for Child Sexual Exploitation as necessary.

Children with a social worker

Children may need a social worker due to safeguarding or welfare needs. A child's experience of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The local authority should inform the DSL of any social worker assigned to a child at the school. The DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. The DSL and school will always work with the social worker to help protect vulnerable children and to promote their welfare. The DSL will keep records on children who have or have had a social worker or social care involvement. The DSL will also raise awareness amongst staff about the needs of children who have had a social worker or who have had a social worker and the barriers these children may experience in respect of attendance, engagement and achievement at school.

Children being removed from school for Elective Home Education

If a pupil is removed from the school's admission register the school will inform the LA – this is a statutory requirement.

If a parent/carer wishes to remove a pupil from the school with an intention of education them from home the DSL will suggest to the parent/carer that a meeting takes place in school before they make their final decision in order to make sure the parent/carer have considered what is in the best interests of the child. This is particularly important if the child has a SEND, is vulnerable, has a social worker or is otherwise vulnerable. The LA, school representatives and other key professionals may be invited to this meeting.

Care Leavers

We recognise that children who cease to be 'Looked After' and become 'care leavers' should remain supported. The DSL should ensure that the Designated Teacher for Looked after Children liaises closely with the Personal Advisor appointed to them, where one is appointed. This is to help ensure appropriate planning is in place for education, employment or training especially if there are concerns for the young person's situation.

Children who are lesbian, gay, bi or transgender (LGBT)

Homophobia, biphobia and transphobia are not phobias, they are not fears; they are forms of discrimination or hate towards LGBT people, or those perceived to be LGBT and must not be tolerated.

The fact that a pupil may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Negative responses from parents/carers or others may result in increased risk of self-harm, suicide or homelessness. Several studies also evidence that LGBT young people may be at increased risk of becoming victims of CSE.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is taught as part of the RSE curriculum.

Educating Young People – Opportunities to teach safeguarding

As a school we will teach children in an age appropriate way about safeguarding (including youth produced imagery and on-line risks associated with social networking) in order to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks. We will ensure appropriate filters and monitoring systems are in place and review their effectiveness. The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment both inside and outside of school.

These issues will be taught as part of a wider RSE programme, PDP programme and through ICT curriculum work to underpin a specific message such as consensual and non-consensual sharing of nude and semi-nude images and or videos (sexting). Relationships Education for all primary school pupils and Relationships and Sex Education for pupils in Years 5 and 6 and all secondary school pupils are part of the curriculum.

The school plays a crucial role in preventative education which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school has a clear ethos which is upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, as well as by a planned RSE and PDP programme delivered in regularly timetabled lessons.

This program will tackle, at an age-appropriate stages, issues such as:

- healthy and respectful relationships

- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

This is through the PDP and RSE programme, ICT and school notice boards.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including incidents of sexual violence and sexual harassment between children.

Please see the *Remote Learning* Policy for further information about how the school engages the pupils in learning how to keep themselves safe when using on-line resources and social media platforms. The parents and carers are given information regarding online safety with websites signposted to them for further information and guidance about keeping their children safe online.

We carefully consider mobile phone use and how this is managed in school and ensure it is reflected in our mobile and smart technology policy.

r) Allegations of Abuse Outside Nottinghamshire

If the alleged abuse occurred outside Nottinghamshire e.g. the child's home is in a neighbouring county, the DSL will report the allegation to the MASH of that area.

s) Safer Recruitment in Education

The leadership team and proprietors will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE Part Three, in conjunction with *Working Together to Safeguard Children 2018* (updated December 2020 and July 2022) and Nottinghamshire Safeguarding Children Partnership's regulations.

For further details, please see the Safer Recruitment Policy.

For further information on Nottinghamshire procedures see: <https://www.nottinghamshire.gov.uk/nscsp>
Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers

t) Contextualised safeguarding

We recognise safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school. We recognise this is known as 'contextual safeguarding' and will consider by assessing whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

All staff, but especially the DSL (and deputy) should consider where children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. In such cases we will work with safeguarding agencies contacted through MASH and support the child and family as part of any referral process.

Contextualised safeguarding in particular Harmful Sexual Behaviour is addressed through the PDP programme and the school also has the following policies:

- Child Sexual Exploitation Policy
- Preventing Extremist Behaviour and Radicalisation Policy

Criminal Child Exploitation and County Lines are covered in this policy.

u) Allegations of Abuse against Staff (including teachers, supply staff, other staff, volunteers and contractors)

Please see the *Allegations of Abuse Against Staff Policy*.

For further information on Nottinghamshire procedures see: <https://www.nottinghamshire.gov.uk/nscp>
Allegations against Staff or Volunteers

v) Supervision of activity and regulated activity (supervision of activity with children which is regulated activity when unsupervised)

If the school decides to supervise with the aim the supervised work will not be regulated activity (when it would be, if not so supervised) in such a case the law makes three main points:

- there must be supervision by a person who is in regulated activity
- the supervision must be regular and day to day; and
- the supervision must be “reasonable in all the circumstances to ensure the protection of children”.

Regulated activity includes:

- a. teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children
- b. works for a school with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly.

Some activities are always regulated activities, regardless of frequency or whether they are supervised or not.

This includes: c. relevant personal care, or health care provided by or provided under the supervision of a health care professional:

o personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability

o health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

w) Complaints and concerns about school safeguarding policies

Complaints against staff

Complaints against staff (including supply staff, other staff, volunteers and contractors) that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

Other complaints

Please refer to the *Complaints’ Policy*

x) Whistle-blowing

Please refer to the *Whistle-blowing Policy*

y) Physical Contact and Physical Abuse and the Use of Reasonable Force

There are occasions when a parent, carer, member of staff such as a teacher, nurse or social worker or other agent, have appropriate physical contact with a child. The existence of these procedures is not intended to deter physical contact which is appropriate and not abusive. Inevitably the procedures raise awareness of what is acceptable, and what is damaging to the child's wellbeing, and possibly that of others. In a school, there may be:

- incidents of physical restraint or a struggle between an adult and a child
- fights or fracas between children/young people.

The context and background information to these incidents requires initial consideration by the Head Teacher and the DSL. Any necessary physical intervention by a member of staff with a pupil must be logged with the DSL. Particular attention should be paid to the origins of the incident, ages of children involved, the resolution of the incident and implications for the prevention and management of any future incidents. A judgement must be made as to whether:

- the child(ren) has suffered or there is reason to suspect future significant harm to a child(ren)
- the incident is part of a sequence/pattern of behaviour perceived to be oppressive, abusive or unreasonably aggressive towards a child(ren).
- there are suggestions of sexual abuse.

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

Careful consideration should be given when using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions. Staff should consider carefully the risks and recognise the added vulnerabilities of these groups. By planning positive and proactive behaviour support the school can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Please see the school's *Physical Restraint Policy* for further guidance.

For further advice and support contact: Jon Glover, Physical Intervention Co-ordinator who provides advice and guidance on the use of reasonable force and physical intervention email: jon.glover@nottscc.gov.uk
There is also the departmental advice for further guidance: *Use of Reasonable Force in Schools*.

z) The child's wishes

Where there is a safeguarding concern the school should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. However, ultimately, all systems and processes should operate with the best interests of the child at their heart.

aa) Visitors

Please refer to the *Visitors' Policy* for further information.

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in at the School Office and wear a visitor's badge. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- the organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. The school will not invite into the school any speaker who is known to disseminate extremist views. Members of staff are required to complete a *Visiting Speaker and External Organisations Assessment Form* for the Head Teacher to give approval for the visit to take place. This form gives details of the speaker or external organisation, states the education value of the talk or activity, confirms the content is age appropriate for the students involved and states that a check has been made by the member of staff that the talk or activity upholds British values and is not inconsistent with the school's values and ethos.

ab) Non-collection of children

If a child is not collected at the end of the session/day, we will send the child to the after-school club. If the child is not collected at the end of after-school club the child's parents/carers will be contacted. The child will remain under staff supervision until he/she is collected from school. If contact cannot be made with the parents or the emergency known contact, then the school's child protection procedures will be implemented.

ac) Missing pupils

The majority of missing children and adults are vulnerable. Many go missing as a result of problems such as domestic abuse, job loss, or as a result of grooming. Children may also go missing because of issues such as abduction.

Although most missing people return, they may suffer harm and exploitation during their time away; for example, missing children may become victims of child sexual exploitation.

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

- If staff discover or suspect that a pupil has gone missing from school, they should conduct a search of the immediate surroundings, such as cupboards, up trees etc. and extend this to the wider school if necessary
- If the member of staff cannot find the pupil in the school, they should inform the DSL and the Head Teacher and another search will take place.
- If the Head Teacher and DSL are satisfied the pupil is not on school premises, the pupil's parents should be contacted to see if they have the pupil with them. If the parents do not have possession of the pupil the search should be extended to outside the immediate school premises
- If the pupil cannot be found near the school, the police should be contacted and the local authority's children services team to report the pupil as missing and follow their instructions

If a pupil does not turn up for school, staff should follow the normal procedures for following up absences

Pupils may also be affected by adults they know going missing and the school will offer pastoral support. Local safeguarding procedures should be followed if the pupil is vulnerable because of the absence.

Factors that might influence a pupil to go missing:

- Problems at home – going missing or running away is often a symptom of a wider problem, rather than the problem itself
- Suspicious bruises or injuries
- A previous history of running away
- Mental health problems
- Use of drugs and alcohol

Looked after children are also at particular risk of going missing.

Section Two

Specific Safeguarding Issues

Staff have completed *Educare* courses on specific safeguarding concerns such as *Raising Awareness of Peer-on-Peer Abuse*, *Female Genital Mutilation Awareness*, and *An Introduction to Child Sexual Exploitation*.

i) Bullying

See the Anti-Bullying Policy

ii) Child-on-Child Abuse

We have a zero-tolerance approach to all forms of Child-on-Child abuse and recognise children are vulnerable and capable of abusing their peers. This type of abuse can take many forms and can happen both inside and outside school and online. Abuse is abuse, it is never acceptable and it will not be tolerated or passed off as “banter”, “just having a laugh”, “boys will be boys” or “part of growing up” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We also recognise the gendered nature of child-on-child abuse and it is more likely that girls will be victims and boys perpetrators, however, all child-on-child abuse is unacceptable and will be taken seriously.

We also recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSL or Deputy DSL.

The school **will respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of the school premises, and/or online. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond.

All staff, but especially the DSL (or deputy) should consider the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors (sometimes referred to as ‘harm outside the home’ or ‘extra-familial harm’) are present in a child’s life that are a threat to their safety and/or welfare.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, and support all children who have been affected by the situation including the victim and **alleged** perpetrator.

There is no way to know which children are most vulnerable to becoming victims of, or being an alleged perpetrator of child-on-child abuse, but there are some factors for ‘abuse-risk’ to be aware of, including but not limited to:

- very young children
- children with SEN (Special Educational Needs), disabilities and/or health problems
- children who have already experienced, or are currently experiencing:
 - any form of child abuse
 - grooming for any form of exploitation

- bullying including online bullying
- forms of domestic abuse (perpetrated by an adult)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- children who are looked after
- children who have caring responsibilities
- children who experience prejudiced-based bullying including children who identify as, or are perceived to be Lesbian, Gay, Bisexual or Trans (LGBT).

All our staff have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via child-on-child abuse, which may include but not be limited to:

- bullying (including cyberbullying, harmful online challenges, hoaxes, prejudice-based bullying and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as *teenage relationship abuse*)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which might be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and many also include an online element). There may also be an indicator of wider exploitation such as CSE or CCE or County Lines.
- abusive, harassing, misogynistic/misandrist messages, consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery), especially around chat groups and the sharing of abusive images and pornography to those who do not want to receive such content.

We recognise that behaviours associated with child-on-child abuse take place on a spectrum. Understanding where a child's behaviour falls on this spectrum is essential to being able to respond appropriately to it. We recognise that all children grow and develop at their own pace. We will use our professional judgement and knowledge of child development when responding to child-on-child abuse.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- the perpetrator has made numerous attempt to inflict harm and discomfort on a particular child
- the perpetrator has repeatedly tried to harm one or more other children; or
- there are concerns about the intention of the alleged perpetrator.

Our staff work closely with the pupils and, therefore, may notice a change in a child's behaviour or attitude that might indicate something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of, or that they are perpetrating, child-on-child abuse, they should act on them immediately rather than wait to be told.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Children, particularly, but not exclusively, those living away from home, are also vulnerable to physical, sexual and emotional bullying and abuse by their peers. Whilst there are some groups who appear more vulnerable to this type of behaviour notably girls, pupils with SEND, LGBT pupils, it should be clear that all pupils can experience this type of behaviour. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Whenever a child may have harmed another, all agencies must be aware of their responsibilities to both children and multi-agency management of both cases must reflect this. Agencies should also be alert to the possibility that a child or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and professionals should also be alert to the fact that there is likely to be a risk to children other than the current victim.

At Orchard School the pupils know they can talk to their Form Tutors, the DSL, Deputy DSL, the Senior Leadership Team or any other member of staff if they need report to abuse or any concerns. This is covered with pupils as part of the PDP curriculum and in assemblies. All staff know **any concerns** regarding child-on-child abuse should be reported immediately to the DSL or Deputy DSL. If a member of staff is unsure about whether an incident should be considered to be abusive, then they must speak directly to the DSL or the Deputy.

We want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that the school's initial response to a report of child-on-child abuse is incredibly important - how we respond to a report can encourage or undermine the confidence of future victims to report or come forward. As a school we will also respond to reports of alleged child-on-child abuse that have occurred online or outside of school. These reports will be treated seriously, and the school remains committed to supporting and safeguarding all parties including the victim, alleged perpetrator, and any other child(ren) who may be affected.

We will make decisions on a case-by-case basis, with the DSL (or a deputy) taking the leading role and using their professional judgement, supported by other agencies, such as the Local Authority, Children's Social Care, and the Police as appropriate. We will ensure that we reference and follow other school policies and procedures as appropriate.

The Early Help Team in Nottinghamshire can offer help and support in next steps of reporting and managing a case of peer abuse.

Procedures for dealing with child-on-child abuse

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

Most cases of pupils hurting other pupils will be dealt with under the school’s Behaviour Policy, but this Child Protection Procedures and Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nude and semi-nude images)

In the event of disclosures about child-on-child abuse, all children involved will be treated as being at potential risk and the safeguarding procedures in accordance with this policy will be followed for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. Immediate consideration will be given about how best to support and protect all children involved/impacted.

If a pupil makes an allegation of abuse against another pupil:

1. You must record the allegation in accordance with the ‘taking action where concerns are identified’ section of this policy and tell the DSL, but do not investigate it. The member of staff will reassure the child that they will be supported and the school’s DSL will be informed.
2. The DSL will contact the local authority children’s social care team through MASH and follow its advice, as well as the police if the allegation involves a potential criminal offence.
3. The DSL will decide if a risk assessment and support plan is needed to be put into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
4. The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. The school will ask the police if it has any questions about the investigation.

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating child-on-child abuse, that they contact the school’s DSL/Deputy (in person/via telephone call/via email) to explain their concerns. The DSL/Deputy will take an initial note of the concerns but may ask to schedule a meeting to allow

for more time to discuss the concerns in detail. Following the report and/or the meeting, the DSL/Deputy will make a formal record of the report and other relevant members of staff will be alerted. The DSL/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk. We ask that parents/carers to come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this the school will:

- challenge any form of derogatory or sexualised language or inappropriate behaviour, including requesting or sending sexual images
- be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- ensuring our curriculum helps to educate pupils about appropriate behaviour, consent and child-on-child abuse
- ensuring pupils know they can talk to staff confidentially
- ensure pupils are able to easily and confidentially report abuse
- ensure staff reassure victims they are being taken seriously
- ensuring staff are trained to understand that a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems, or could reflect wider issues in the local area that should be shared with safeguarding partners
- support children who have witnessed sexual violence, especially rape or assault by penetration. As a school we will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- ensure staff understand: how to recognise the indicators of child-on-child abuse and how to respond to reports. Staff should also be aware that if they have any concerns about a child's welfare they should act immediately rather than wait to be told. They should understand the victim may not always make a direct report of abuse for example children can show signs or act in ways they hope others may notice or react to, a friend may make the report, a staff member of pupil may overhear a conversation or a child's behaviour may indicate that something is wrong. All concerns should be acted on immediately and reported to the DSL. Staff must also be aware that certain children face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- staff should also understand that social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed. All concerns/allegations of

child-on-child abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate).

The school will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with local authority children's social care. The school should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

All children affected by child-on-child abuse will be supported by the DSL and other school staff as appropriate and support from external agencies will be sought, as appropriate. "Victims" will be reassured that they are being taken seriously and that they will be supported and kept safe. The school recognises that children with special educational needs and disabilities can be more prone to child-on-child group isolation than other children and will consider extra pastoral support for those children. This is likely to include the school SENDCo and the DSL spending time with affected children. For all allegations the school's safeguarding procedures will be enacted and a concerns file opened.

A student against whom an allegation of abuse has been made may be suspended from the school during the investigation. The school will take advice from the Nottinghamshire Safeguarding Children Partnership on the investigation of such allegations. If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the Nottinghamshire Safeguarding Children Partnership, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed.

Where a report concerns an allegation of sexual violence and/or sexual harassment please see the separate section starting on the following page. The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature.

Any response and action will, as always, have at the centre the best interests of the child. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and local authority children's social care to ensure the welfare and safety of all children, update the risk assessment and ensure relevant protections and measures are in place for all children.

The school will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School. The DSL will ensure that where children move to another educational institution following an incident of child-on-child abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

Child-on-child sexual violence and sexual harassment

For further information on Nottinghamshire procedures see: <https://www.nottinghamshire.gov.uk/nscp>
Guidance on Harmful Sexual Behaviour.

Sexual violence and sexual harassment can occur between two or more children **of any age and sex**, from primary through to secondary school age and even college. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face, both physically and verbally, and are **never acceptable**. All staff working with children are advised to maintain an attitude of *it could happen here*.

We will:

- **make clear that there is zero tolerance to sexual violence and sexual harassment and harmful sexual behaviour, it is never acceptable and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”, as this can lead to a culture of unacceptable behaviour, an unsafe environment and in worst cases a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. It is important to address inappropriate behaviour between children (even if it appears relatively innocuous) as this can be an important intervention what helps to prevent problematic, abusive and/or violent behaviour in the future.**
- **recognise, acknowledge and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case it is just not being reported**
- **challenge inappropriate behaviours, and attitudes that underlie such abuse both inside and outside the classroom**
- **challenge physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them**

The procedures in this section are to be followed for all reports and concerns of child-on-child sexual violence and harassment, including those that have happened outside the school premises and or online.

Sexual Violence – It is important that all school staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way, both inside and outside of school. (Any references to sexual violence in this section refer in the context of child-on-child sexual violence).

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. Sexual assault covers a wide range of behaviour so a single act of kissing someone without

consent or the touching of someone's bottom, breasts, genitalia without consent can still constitute a sexual assault.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the act is sexual, B does not consent to engaging in the activity and A does not reasonably believe that B consents. This can include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if she/he agrees by choice to that penetration and has the freedom and capacity to make that choice. A child under the age of 13 can never consent to any sexual activity; the age of consent is 16 and sexual intercourse without consent is rape.

Sexual Harassment - when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of Child-on-Child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the school will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature
- upskirting (criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude image and/or videos (taking and sharing nude photos of people under the age of 18 is a criminal offence)
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation, coercion and threats
 - coercing others into sharing images of themselves or performing acts they are not comfortable with online

Children who are victims of sexual violence and sexual harassment wherever it happens, will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment especially if the alleged perpetrator attends the school. It is also important to be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships.

Any report of sexual violence or sexual harassment must be taken seriously. However, staff should be aware that it is more likely that girls will be the victims of sexual violence and harassment and it is more likely to be perpetrated by boys. Children with SEND are three times more likely to be abused than their peers. It is essential that all victims are reassured that they are being taken seriously, that they will be supported and kept safe.

It is important that sexual harassment is considered in broad terms. If sexual harassment is not challenged it can normalise inappropriate behaviours and provide an environment that can lead to sexual violence.

Harmful Sexual Behaviour - children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. A useful umbrella term is "harmful sexual behaviour" (HSB). Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Sexual violence and harassment between children of the same sex should be dealt with equally robustly, as it is for sexual violence and sexual harassment between children of the opposite sex. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B in KCSiE.

It is effective safeguarding practice for the DSL (and their deputy) to have a good understanding of HSB. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma and it is important they are offered appropriate support.

Sexual violence and harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and there are many avenues for support – information for these can be found at the start of this policy and in Part Five and Annex B of KCSiE.

The school's response to a report of sexual violence or sexual harassment

('Up skirting' is a criminal offence and in the event of an incident of this nature the school's disciplinary procedure will be implemented and the police contacted.)

It is important to understand that children may not find it easy to tell staff about their abuse verbally. As stated previously children can show signs or act in ways that they hope adults will notice and react to. The report may not come from the victim but from a friend, a conversation overheard by a staff member or an observation of a child's behaviour that something is wrong. If a member of staff has **any** concerns about a child or a child makes a report to them, they should act immediately and follow the guidance in the **'Taking action where concerns are identified'** section on page nine of this policy and inform the DSL.

The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and harassment to report or come forward. There should be a calm, considered and appropriate response to any reports. **It is also essential that all victims are reassured that they are being taken seriously (regardless of how long it has taken them to come forward) and that they will be supported and kept safe.**

Any decisions made by the school will be on a case-by-case basis with the DSL (or deputy) taking a lead role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required.

Abuse that has taken place online or outside school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

It is important that the member of staff does not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further with the DSL (or deputy) or local authority children's social care to discuss next steps. However, the report must only be shared with the people who are necessary to progress it. It is important the victim understands what the next steps will be and to whom the report will be passed.

Children are likely to disclose to someone they trust and this could be any member of the school staff. It is important that the member of staff to whom the disclosure is made realises they have been placed in a position of trust and they should be supportive and respectful of the child. If possible the report should be managed with two members of staff present (preferably one being the DSL or Deputy DSL). The DSL should be informed as soon as possible if she is not involved in the initial report.

The initial report to the trusted adult may also only be the first incident reported, rather than representative of a single incident. Trauma can impact memory so the child may not be able to remember all details or timelines of abuse. It is important to keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

There must be careful management and handling of reports that include an online element. **The key consideration is staff must not view or forward illegal images of a child;** advice regarding what to do if viewing an image is unavoidable can be viewed in the publications *Searching screening and confiscation advice for schools* and *UKCIS Sharing nudes and semi-nudes advice for education settings working with children and young people*. In some cases, it may be more appropriate to confiscate any devices to preserve evidence and hand them to the police for inspection.

As is always the case, if staff are in any doubt as to what to do they should speak to the DSL. The DSL can contact MASH for support or further action.

Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. The school should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Advice should be sought from the DSL (or a deputy), who should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care through MASH, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the DSL (or a deputy) decide to go ahead and make a referral to local authority children's social care through MASH and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Additional information on confidentiality and information sharing is available at *Information Sharing: Advice for Practitioners* and NSPCC: *Information sharing and confidentiality for practitioners*.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school and colleges should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. Although it is not the role of the school to provide legal advice or support to victims, alleged perpetrators or parents in respect of a criminal justice process.

The school will do all it reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. The school should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

After the report

The starting point regarding any report will be that sexual violence and sexual harassment is not acceptable and will not be tolerated and the immediate consideration should be how to best support and protect the victim, the alleged perpetrator(s) and any other children involved or impacted.

Risk assessment

If the report is of sexual violence the DSL should make an immediate risk and needs assessment, if the report is of sexual harassment the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator
- all the other children and staff at the school, especially any actions that are appropriate to protect them from the alleged perpetrator or from future harm
- the time and location of the incident, and any action required to make the location safer.

The risk assessment should be recorded and kept under review to make sure at all times adequate measures are in place to protect the pupils at the school and keep them safe.

The DSL should communicate with local authority children's social care and specialist services as required. If the report is of sexual violence it is highly likely that professional risks assessments by social workers or sexual violence specialists will be required. The school risk assessment is not intended to replace the detailed assessments of expert professionals. The professional assessments should be used to inform the school's approach to supporting their students and staff and to update their own risk assessment.

What to consider

The school should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside the school. The DSL (or deputy) will be the most appropriate person to advise on the school's initial response to the report. Important considerations will include:

- the wishes of the victim in terms of how they wish to proceed. This is especially important in the context of sexual violence and sexual harassment as the victim should be given as much control as reasonably possible over decisions regarding how the investigation will be progressed and any support they will be offered. This does however need to be balanced with the school's duty and responsibilities to protect other children and when concerned about the welfare of a child, **the school must always act in the best interests of the child.**
- the nature of the alleged incident(s) including whether or not a crime may have been committed and/or whether HSB has been displayed.
- the ages and the developmental stages of the children involved
- any power imbalance between the children – for example is the alleged perpetrator(s) significantly older, confident and have a well-known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or part of a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be sexual in nature

- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- the importance of understanding intra-familial harms and any necessary support for siblings following incidents
- if there are on-going risks to the victim, other children or school staff
- if there are any other related or a wider context (contextualised safeguarding, child sexual exploitation, child criminal exploitation).

Managing the report

The school will manage every report on a case by case basis. The decision when to inform the alleged perpetrator should be carefully considered. If local authority children's social care and/or the police are going to be contacted, then the DSL should speak to them and discuss next steps and how the alleged perpetrator(s) should be informed of the allegations. In the meantime, the school will take immediate action to safeguard the children in school where required.

If the report is of sexual violence by rape, assault by penetration whilst the school establishes the facts of the case and starts the process of liaising with local authority children's social care and the police the alleged perpetrator(s) should be removed from any classes they share with the victim. Careful consideration should also be given to how the victim and alleged perpetrator(s) should be kept a reasonable distance apart whilst on the school premises and on school transport. These actions are in the best interests of all the children involved and should not be perceived as a judgement on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and harassment the proximity of for the victim and alleged perpetrator(s) regarding shared classes and school transport should be considered immediately.

In all cases the initial report should be carefully evaluated. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

There are four likely scenarios to consider when managing reports of sexual violence and/or sexual harassment:

1. Manage internally

In some cases of **sexual harassment**, if for example it is a one-off incident, the school may take the view that the children concerned are not in need of early help or a referral to statutory services is not required. Instead it would be appropriate to manage the incident using the school's Behaviour Policy and pastoral support. All concerns, discussions, decisions and reasons for decision should be recorded. The response must be underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

2. Early help

The school may decide that a referral to statutory services is not required but the children involved may benefit from early help. Early help can be more effective in promoting the welfare of children rather than reacting later. It can also be useful to address non-violent HSB and may prevent escalation of sexual violence. Multi-agency early help works best when placed alongside school policies, preventative education and engagement with parents and carers. Early help and the option to manage internally do not need to be mutually exclusive: the school could manage internally and seek early help for both the victim and perpetrator(s). All concerns, discussions, decisions and reasons for decision should be recorded. The

response must be underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

3. Referral to local authority children's social care

If a child has been harmed, is at risk of harm, or is in immediate danger the school will make a referral to local authority children's social care through MASH. The school will inform the parents or carers of the child unless there is a compelling reason not to, for example if informing the parents puts the child at additional risk. This decision will be made with the support of local authority children's social care.

Once a referral is made local authority children's social care will make enquiries to determine whether the children involved are in need of protection or other services. If a statutory assessment needs to be made the school, especially the DSL or deputy, will work alongside and cooperate with the lead social worker in order to ensure the best possible package of coordinated support for the victim and, where appropriate, the alleged perpetrator(s) and any other children who require support.

The school will take immediate consideration of safeguarding the victim, alleged perpetrator(s), any other children involved in the safeguarding report and all the children in the school and not wait for the start or outcome of a local authority children's social care investigation. The risk assessment conducted by the DSL will help to inform any decisions and it is important for the DSL to work with local authority children's social care and any other agencies required to make sure any actions by the school do not jeopardise a statutory investigation.

Following the referral by the school, in some cases, local authority children's social care after reviewing the evidence may decide that statutory intervention is not appropriate. In these cases, the school, usually led by the DSL or deputy, should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm or if circumstances change. If statutory assessment is not appropriate the DSL or deputy should consider other support mechanisms such as early help, specialist support and pastoral support.

All concerns, discussions, decisions and reasons for decision should be recorded. The response must be underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

4. Report to the Police

Any report to the police will usually take place in parallel with a referral to local authority children's social care.

Regardless of the age of the perpetrator(s) any report of rape, assault by penetration or sexual assault should be passed on to the police. Once a report has been made, the school will consult the police and agree what information can be disclosed to staff and the alleged perpetrator(s) and their parents or carers. The best way to protect the victim and their anonymity will also be discussed. The school will then inform the parents or carers of the child unless this puts the child at additional risk. If the parents or carers have not been informed the school should support the child in any decision they take. This should also be with the support of local authority children's social care and any other appropriate specialist agencies.

If the police choose to take no further action the school should continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

Whilst protecting children and/or taking disciplinary action against the alleged perpetrator(s) it is important for the DSL or deputy to work closely with the police and other agencies as required to make sure any

actions the school takes do not jeopardise the police investigation. The police should help and support the school during the investigation as much as they can with the constraints of any legal restrictions.

All concerns, discussions, decisions and reasons for decision should be recorded and the response must be underpinned by the rule that sexual violence and sexual harassment is never acceptable and will not be tolerated.

Bail conditions

The police will consider what action to take to manage the assessed risk of harm. This could include the use of police bail or a person suspected of an offence could be 'released under investigation' (RUI). People on RUI have no conditions attached to their release from custody and it is possible for people on bail to have no conditions. Whatever arrangements are in place the school will consider what additional measures may be necessary to manage any assessed risk of harm that may arise within the school. Particular consideration should be given to:

- the additional stress and trauma that might be caused to the victim within the school
- the potential for the suspected person to intimidate the victim or a witness
- the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person. Careful liaison with the police should help to develop a balanced set of arrangements.

The school will take immediate consideration of protecting the victim, alleged perpetrator(s) and all the children in the school and not wait for the start or outcome of a police investigation. The risk assessment conducted by the DSL will help to inform any decisions.

Ongoing response - Safeguarding and supporting the victim

In order to help to safeguard and support the victim the school should:

- consider the needs and wishes of the child and the victim should feel in control of the process as much as is reasonably possible. The school should be considered as a safe place for the victim and he/she should be able to continue with their normal routines as much as possible.
- Consider the age and developmental age of the victim, the nature of the allegations and the potential risk of further abuse. It is likely there will be a power imbalance between the victim and alleged perpetrator.
- ensure the victim is never made to feel that they are a problem or to feel ashamed for making a report.
- make sure the type of support offered to the victim is determined on a case-by-case basis.
- be aware that a sexual assault can result in a range of health needs including physical, mental and sexual health problems and unwanted pregnancy. Children who have a health need arising from sexual assault can access specialist NHS support from a Sexual Assault Referral Centre. Part Five and Annex B of KCSiE 2022 also have a list of avenues of support which can be offered to children who have been subject to sexual violence.

The victim may not disclose everything immediately so it is important dialogue is kept open and encouraged. If it is clear ongoing support is required, the school will ask the victim if they would like a designated trusted adult to talk to about their needs. The victim will be allowed to select this adult as far as is reasonably possible and the school will respect and support this choice.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases signs of trauma, physical and emotional responses, or no overt signs at all. The school should be alert to the possible challenges of detecting these signs and show sensitivity to the needs

of the child irrespective of how overt the child's distress is. The school should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, however, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities - if required a space in school should be provided for the victim at these times.

The victim may need support for a long time and the school will continue to work with local authority children's social care and any other relevant agencies to support the victim. The school will also make all reasonable efforts to protect the victim from bullying or harassment over the report they have made. If the victim decides to move to a new school, the DSL should speak to the victim and his/her carers about the most suitable way of making the new education provider aware of their on-going needs. The DSL should also arrange for the transfer of the child protection file to the DSL at the new education provider.

Safeguarding and supporting the alleged perpetrator(s) and children who have displayed harmful sexual behaviour

As well as safeguarding the victim and rest of the children the school will also need to provide an education and safeguarding support to the alleged perpetrator(s) as well as possibly implement any disciplinary sanctions. Disciplinary actions and providing appropriate support are not mutually exclusive and can, and should, occur at the same time as necessary.

The school should consider the age and developmental stage of the alleged perpetrator(s), the nature of the allegations and the frequency of allegations. He/she will likely be stressed by the nature of the allegations against him/her and subject to negative reactions by his/her peers.

Support and sanctions should be considered on a case-by-case basis. An alleged perpetrator may have unmet needs as well as posing a risk of harm to other children. HSB in young children may be a symptom of their own abuse or exposure to abusive practices or materials. Advice, should be taken, as appropriate from local authority children's social care, specialist sexual violence services and the police.

If the alleged perpetrator decides to move to a new school it is important the DSL makes the new education provider aware of their on-going support needs and, where appropriate, any potential risks to other children and staff. The DSL should also arrange for the transfer of the child protection file to the DSL at the new education provider.

It is important that if the incident is proved that the perpetrators are given the correct support to try to stop them re-offending and to address any trauma that may be causing the behaviour. Addressing inappropriate behaviour can be an important intervention to help prevent problematic, abusive and/or violent behaviour in the future.

Discipline and the alleged perpetrator(s)

With regard to the alleged perpetrator(s), advice on behaviour and discipline in schools is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis. The DSL (or a deputy) should take a leading role. The school should consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or local authority children's social care should help the school make a determination. It will also be important to consider whether there are circumstances that make it

unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

Discipline and support

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. The school should be very clear as to what its approach is. On the one hand there is preventative or forward-looking action to safeguard the victim and/or the perpetrator(s), especially where there are concerns that a perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their conduct. The school should be very clear as to which category any action they are taking falls or whether it is really both.

Working with parents and carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. Schools and colleges should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, local authority children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

The school should meet with the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

The school should also meet with alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed.

The DSL (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Parents and carers may well struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child. The school should consider signposting parents or carers to details of organisations that can provide support – the details for these organisations can be found in Annex B of KCSiE 2022.

Safeguarding other children

Consideration should also be given to supporting pupils who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school should do all it can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends

from either side could harass the victim or alleged perpetrator(s) online and/or become victims of harassment themselves.

School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident. The school as part of the risk assessment, should consider any additional potential support needs to keep all of their children safe.

A whole school approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable and a strong preventative education programme will help create an environment in which all children at the school are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence the school will update the risk assessment to make sure measures are in place to protect all the children in the school and if it has not done so already implement the school's Behaviour Policy. The process should include a review of the necessary actions to keep all parties safe and meet their needs.

If a criminal investigation into rape or assault by penetration leads to a conviction or caution the school should take suitable action if it has not already done so. In all, but the most exceptional circumstances, the rape or assault will constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in school will seriously harm the education and welfare of the victim and potentially the other pupils in the school.

If a criminal investigation into sexual assault leads to a conviction or caution the school should, if it has not already done so, implement its Behaviour Policy and consider permanent exclusion. If the victim and perpetrator(s) do remain in the same school, the principle should be to continue to avoid contact on school grounds and transport; the school should be very clear with the perpetrator regarding their expectations in particular regarding behaviour and any timetable restrictions.

In the case of a conviction it is important the school makes sure both the victim and the perpetrator are protected from bullying or harassment (including online).

Some reports of sexual assault and sexual harassment may not lead to a report to the police for a variety of reasons. In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police but the case is not progressed or a not guilty verdict is reached. This does **not** mean the offence did not happen or that the victim lied. In the case of a not guilty verdict or no further action being taken by the police or the Crown Prosecution Service the school will continue to support the victim and the alleged perpetrator for as long as necessary. These type of decisions are likely to be very traumatic for the victim and an unsubstantiated allegation does not necessarily mean it was unfounded. The school will discuss any decision with the victim and continue to offer support. The alleged perpetrator(s) will also be likely to need ongoing support for what has likely been a difficult experience.

In all cases the school should carefully record the process and justify the decision-making.

Unsubstantiated, unfounded, false or malicious reports

If a report is found to be unsubstantiated, unfounded, false or malicious the DSL should consider if the person who made the allegation is in need of help or may have been abused in some way and the report was a cry for help. In such circumstances a referral to local authority children's social care through MASH may be appropriate.

If the report is found to be deliberately invented or malicious the school will consider disciplinary action and implement its Behaviour Policy.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing and records should be reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.

Lessons learnt

It is important that all decisions and action are regularly reviewed and relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. If a pattern is identified the school should take action and consider if there are wider cultural issues within the school that enables inappropriate behaviour to occur and what measures can be put in place to minimise the risk of it happening again. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

iii) Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. It can be committed by parents, other family members, people known to the family but not relatives and by strangers.

Community safety incidents in the vicinity of a school are for example concerns being raised by people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence it is important that they are given practical advice about how to keep themselves safe.

iv) Children and the court system

Children may be required to give evidence in criminal courts, either as the victim or as a witness. This can be very stressful for them.

Children may also be affected by family court proceedings – for example, regarding child access arrangements following a separation. These can create conflict in families, as well as being stressful for the child generally.

The DSL:

- should, if it is appropriate, talk through the Ministry of Justice's guidance booklets on going to court with the child, or ask someone more suitable to do so. There is also an online *child arrangements information tool* with information on the dispute resolution service which may be useful for parents and carers
- could also speak to the police for support

Staff should:

- speak to the DSL if they are concerned that a child is stressed about appearing in court

What to look for:

- being a victim of or witness to a crime, or coping with parental separation and family conflict, can be risk factors for a potential mental health issue.
- behavioural changes, such as persistent disruptive or withdrawn behaviour, may indicate that a child is not coping.

Warning signs may include:

- severe behaviour problems
- persistent or severe anxiety
- feelings of sadness that dominate and interfere with the pupil's life
- persistent and severe inattentiveness or impulsiveness
- unusual eating patterns
- substance misuse
- self-harm

v) Children Missing From Education (CME)

Please refer to the *Children Missing Education Policy* and for further information on Nottinghamshire procedures see: <https://www.nottinghamshire.gov.uk/nscp> *Children Missing from Home and Care Joint Procedures*.

vi) Child Sexual Exploitation (CSE)

Please see the *Child Sexual Exploitation Policy* for more details and for further information on Nottinghamshire procedures see: <https://www.nottinghamshire.gov.uk/nscp> *Child Sexual Exploitation*. Further guidance can be found in the *Pathway to Provision* and the DfE publication: *Child sexual exploitation: Definition and a guide for practitioners*.

CSE is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants (for example, accommodation, drugs, gifts or affection) and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE can include children who have been moved (trafficked) for the purpose of exploitation. The power imbalance may be due to a range of factors including age, gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources. The victim may have been sexually exploited even if the sexual activity appears consensual.

CSE can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded, groomed or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. CSE may also happen without the child's immediate knowledge for example through others sharing images or videos of them online through social media.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. CSE can affect any child (even those aged 16 and 17 who can legally consent to sex) if they are coerced into engaging into sexual activities.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen through 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. It can also be perpetrated by males or females and children or adults. 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. However, the school recognises 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.

If prevention is not possible the school aims 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.

Indicators of sexual exploitation can include a child:

- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections or becoming pregnant
- displaying inappropriate sexualised behaviour or sexual behaviour beyond expected sexual development
- suffering from changes in emotional wellbeing
- misuse alcohol and other drugs
- going missing for periods of time, or regularly coming home late
- regularly missing school or education, or not taking part in education

Staff should:

- discuss any suspected CSE, or risk of it, with the DSL and follow school procedures
- not assume it only happens to certain children, or is perpetrated by certain adults
- teach pupils how to make positive choices and informed decisions in their relationships so they can protect themselves from, and be more aware of, sexual exploitation

The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

All children are at risk of CSE, but there are additional factors which can increase a child's risk of exploitation. These include:

- experiences of child abuse
- poverty
- family conflict
- poor parental role models
- an unsettled care history
- a history of running away
- homelessness
- learning difficulties
- mental health difficulties
- drug and alcohol misuse, and/or financial problems caused by addiction

- gang membership

Staff should always consider the issue of consent when determining whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim. It must be remembered that:

- a child under the age of 13 is not legally capable of consenting to sex or any other type of sexual touching
- sexual activity with a child under 16 is an offence. It is also an offence if the young person is 16 or 17 years old but the other person holds a position of trust or authority in relation to them (for example, a teacher)
- sexual activity with a 16 or 17-year-old may still result in harm or the likelihood of harm being suffered even when it does not result in an offence
- non-consensual sex is always rape whatever the age of the victim

offences may have been committed if the victim is incapacitated through drink or drugs, or the victim or their family has been subject to violence or the threat of it. In these situations, they cannot be considered to have given true consent

vii) Children with family members in prison

Children with a parent in prison are at risk of poverty, stigma and bullying, isolation and poor mental health. Their performance at school may drop and they may have to take on extra responsibilities at home, including becoming young carers in some situations. Schools can play an important role in supporting these children. The National Information Centre on Children of Offenders (*NICCO*) provides information to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Staff should:

- know which children have a parent in prison so they can be aware of their needs, while maintaining confidentiality where necessary
- be consistent, firm and sensitive in their responses to these children's needs
- promote a positive, non-discriminatory environment for these children to discuss their feelings
- make the DSL aware of any child in need of counselling or other support
- respond "sensitively but firmly" to any aggressive behaviour
- robustly tackle any bullying that these children may experience

In addition to the above the DSL should:

- refer any child in need of counselling or other support to child and adolescent mental health services (CAMHS). This should be done in consultation with the school's special educational needs coordinator (SENDCO), the pupil and their parents/carers (where appropriate)

What to look for:

- | | |
|---|--|
| • an increase in absence from school | • persistent and severe inattentiveness or impulsiveness |
| • aggressive behaviour | • unusual eating patterns |
| • severe anxiety or trauma | • substance misuse |
| • feelings of sadness that dominate and interfere with the pupil's life | • self-harm |

viii) County Lines and Child Criminal Exploitation (CCE)

For further information on Nottinghamshire procedures see: [https://www.nottinghamshire.gov.uk/nscp/Child Criminal Exploitation](https://www.nottinghamshire.gov.uk/nscp/Child-Criminal-Exploitation)

CCE is a form of abuse and occurs when an individual or group takes advantage of a power imbalance to coerce, manipulate or deceive a child into criminal activity in exchange for something the victim wants or needs (e.g. money, gifts, affection) and will be to the financial benefit or other advantage of the perpetrator or facilitator. This power imbalance may be due to a range of factors including age, gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources. CCE can affect both genders (although the experiences of each gender can be very different) and can include children who have been moved (trafficked) for the purpose of exploitation. Children who have been criminally exploited may also be at high risk of being sexually exploited.

CCE can be perpetrated by individual or groups, males or females or by children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and may involve violence or threats of violence. Victims can be exploited even if they appear consensual to the activity and it can also take place online through the use of technology. Some examples of CCE include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, pickpocketing, vehicle crime and even threatening or committing serious violence to others.

Children can become trapped by CCE as the perpetrators can threaten the victims (and their families) with violence or entrap or coerce them into debt. Children who are being exploited in this way may be coerced into carrying a weapon such as a knife, or they may begin carrying a knife out of a need for a sense of protection from harm from others. Children involved in criminal exploitation often commit crimes and their vulnerability as victims (particularly older children) is not always recognised by adults and professionals despite the harm they have experienced. It is important to remember that a child can still have been criminally exploited even if the activity is something they appear to have agreed or consented to.

Indicators of CCE can be: children who appear with unexplained gifts or new possessions, children who associate with other young people involved in exploitation, children who suffer from changes in emotional well-being, children who misuse drugs and alcohol, children who go missing for periods of time or regularly come home late and children who regularly miss school or education or do not take part in education.

If a member of staff suspects CCE they will discuss it with the DSL and follow school procedures. The DSL will trigger the school's safeguarding procedures including a referral through MASH to local authority children's social care and the police if appropriate. If it is clear the concerns relate to CCE (refer to the indicators above), a Multi-Agency Youth Violence and Child Criminal Exploitation Risk Assessment should be completed and submitted to MASH under the heading 'CCE Risk Assessment'. Any new or additional information should be logged and passed on as part of the referral.

County Lines

CCE is also a geographically widespread form of harm that is a typical feature of county lines criminal activity. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines. It can happen locally as well as across the UK – no specific distance of travel is required. Exploitation of children is a key part of this in order to move, store

and sell drugs and money. Offenders will use coercion, intimidation and violence to ensure the compliance of their victims. Children can be targeted and recruited into county lines in a number of locations including schools and on-line through social media. Children can become easily trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards the victims and their families if they attempt to leave the county lines network.

The indicators of children who are involved in County Lines are similar to those for CCE and CSE but there are some additional specific indicators:

- Going missing and being found in areas away from their home
- Being the victim or perpetrator of serious violence e.g. knife crime
- Involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Exposed to techniques where drugs can be concealed internally to avoid detection
- Found in accommodation that they have no connection with and where there is drug activity
- Owing a 'debt bond' to their exploiters
- Having their bank accounts used to facilitate drug dealing.

ix) Modern Slavery and the National Referral Mechanism - Child Trafficking

More information can be found in the government guidance: *Modern slavery: how to identify and support victims*.

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. The majority of child trafficking involves movement across borders; however, it can also take place within the UK.

Exploitation may include:

- sexual exploitation
- forced labour, slavery, servitude
- forced criminal activity (for example, pick-pocketing)
- removal of organs

While some children are coerced many are tricked through promises of education or respectable work. Children are considered trafficking victims regardless of whether they have been forced, deceived, or have submitted willingly. This is because anyone under the age of 18 cannot provide informed consent.

Members of staff should:

- speak to the DSL if they are concerned that a pupil has been trafficked, or is at risk of being trafficked. Record and communicate anything that causes concern
- where a child is suffering, or is likely to suffer from harm, make a referral to the Nottinghamshire children's social care team (and if appropriate the police) through MASH **immediately** and let the DSL know as soon as possible if you make a referral
- not investigate concerns, or allow other school staff to do so. Doing so may put the pupil at risk of harm or abduction
- provide lessons and assemblies to teach pupils about human trafficking

In addition to the previous paragraph the DSL will:

- be informed by staff if they are concerned that a pupil has been trafficked, or is at risk of being trafficked
- after being informed of concerns by staff co-ordinate a plan of action and trigger local safeguarding procedures, including making a referral to the Nottinghamshire children's social care team if necessary
- the LA will consider whether it's necessary to make a referral to the *National Referral Mechanism*.
- ensure staff are adequately trained to spot the signs of child trafficking and ask them to record and communicate anything that causes concern

Indicators:

A pupil is unlikely to directly disclose their situation for fear of repercussions or a lack of understanding. However, there are a number of signs that may indicate a pupil is a victim of trafficking.

They may:

- show little evidence of a relationship with their carer, or be overly dependent
- allude to living in unsatisfactory accommodation, or with a number of unrelated children
- show signs of other types of abuse (for example, physical and sexual)
- go missing for periods or have a suspicious or incomplete history
- indicate that they are required to perform excessive chores
- communicate concerns about money
- have low self-esteem, and feelings of isolation, stress or fear
- lack trust in adults and appear fearful of authorities
- have poor concentration
- become anti-social
- display symptoms of substance dependence

Risk factors

Children are trafficked for a range of reasons but there are a number of risk factors, such as:

- poverty
- cultural attitudes
- lack of education
- children in private fostering arrangements
- dysfunctional families

Further advice can be found in the Home Office publications *Preventing youth violence and gang involvement* and *Criminal exploitation of children and vulnerable adults: county lines*.

x) Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It can be categorised as 'cyber-enabled' – crimes that can happen off-line but are enabled at scale and at speed on-line or 'cyber dependent' – crimes that can be committed only by using a computer.

Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking')
- Denial of Service attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit an offence.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area the DSL should consider referring them to the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their interests and skills. This programme does not cover cyber-enabled crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

xi) Domestic Abuse

For further information on Nottinghamshire procedures see:

<https://www.nottinghamshire.gov.uk/nscp> *Domestic Abuse*

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children.

Children as victims of domestic abuse

Where behaviour of a person (“A”) towards another person (“B”) is domestic abuse. A child is a victim of domestic abuse if he/she sees or hears, or experiences the effects of, the abuse, and is related to A or B. A child is related to a person if the person is a parent of, or has parental responsibility for, the child, or the child and the person are relatives.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic violence can have a serious long-standing emotional and psychological impact on children. Children who live in homes where there is domestic violence are also likely to be at risk of other types of abuse. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside the home.

Young people can also become victims of domestic abuse in their own relationships, this form of child-on-child abuse is known as ‘teenage relationship abuse’ and may not come under the definition of domestic abuse if one or both parties are under 16. It is important to remember here, however, that a person is classed as a child up to the age of 18 and safeguarding procedures should still be followed and both young victims and young perpetrators should be offered support. Operation Encompass operates in Nottinghamshire. If the police are called to a domestic abuse incident where children have experienced the incident the police will inform the DSL immediately to ensure support is put in place for the child/ren according to their needs. Operation Encompass also provides advice to schools who may be concerned about children who have experienced domestic abuse.

Staff should:

- ensure they know how to spot the signs of domestic abuse
- speak to the DSL if they are concerned that a child is experiencing, or at risk of, domestic violence
- if they believe a child is in **immediate danger** call 999 or make a referral through MASH to the Nottinghamshire children’s social care team

In addition to the above paragraph the DSL should:

- call 999 if they or another member of staff believe a child is in **immediate danger** or make a referral to the Nottinghamshire children's social care team
- be the person staff raise concerns to if they believe a child is experiencing, or at risk of, domestic violence
- coordinate a plan of action and trigger local safeguarding procedures if a concern has been raised, if appropriate. This includes a referral to the Nottinghamshire children's social care team, and the local police, if appropriate
- cover this topic as part of the PDP programme

It can be difficult to tell if domestic abuse is happening.

However, children who witness domestic abuse may:

- become withdrawn or aggressive
- display anti-social behaviour such as bullying or vandalism
- suffer from depression, anxiety or fear of abandonment
- struggle with school
- suddenly behave differently
- have physical ailments caused by stress
- be frequently tired

xii) Drugs

Drugs include alcohol, tobacco, illegal drugs, medicines, psychoactive substances ("legal highs"), and volatile substances.

If a member of staff suspects a student of being under the influence of drugs or alcohol on the school premises, they must prioritise their safety and that of those around them. If necessary, the issue should be treated as a medical emergency. If the member of staff believes the student is at risk, the safeguarding procedures should be followed.

The DSL should in the event of finding a pupil in possession of drugs or under the influence of drugs implement the school's disciplinary process.

In addition:

- If the substances are not controlled drugs (such as legal highs), you can confiscate them if you believe them to be "harmful or detrimental to good order and discipline". If you are unable to identify the legal status of a drug, it should be treated as a controlled drug
- **If a member of staff finds controlled drugs they should confiscate the drugs and implement the following procedure:**
 - Have another adult present as a witness
 - Make sure the sample is sealed in a plastic bag and includes details of the date and time of the seizure and witness present
 - Store it in a secure location, such as a safe or other lockable container. The access should be limited to senior members of staff
 - Inform the DSL immediately who will then notify the police without delay. They will collect it and then store or dispose of it in line with locally agreed protocols. The DSL is not required by law to divulge the name of the pupil to the police, but the Department for Education (DfE) advises that the school should do so.
 - Record full details of the incident, including the police incident reference number

- Tell parents/carers, unless this is not in the best interests of the pupil
- Identify any safeguarding concerns and develop a support and disciplinary response

Signs a student is using alcohol or drugs might include:

- bloodshot eyes
- dilated pupils
- frequent nosebleeds
- shakes or tremors
- behaviour changes, particularly a lack of motivation, irritability or agitation
- an unusual need for money
- suspicious injuries or bruises
- slurred speech

Schools and colleges also have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

For further information, see:

DfE and ACPO drug advice for schools

The County's *Young People's Substance Misuse Service* provides information, advice, support and treatment for young people up to 18 years old with drug and/or alcohol problems in Nottinghamshire.

xiii) Fabricated and Induced Illness

For further information on Nottinghamshire procedures see: <https://www.nottinghamshire.gov.uk/nscp>
Fabricated or Induced Illness

There is no nationally agreed definition of Fabricated or Induced Illness (FII) however guidance available describes FII as behaviours by a parent or carer that may result in harm to a child or young person which may include one or more of the following:

- deliberately including symptoms or signs including past medical history;
- interfering with treatments;
- exaggerating or falsifying symptoms;
- falsifying results of investigations, observations, medical letter and documents;
- obtaining specialist treatment or equipment that are not required;
- alleging unfounded psychological illness.

In addition to these cases there are others where a child maybe presents for medical attention with unusual or perplexing symptoms which are not attributable to, or adequately explained by any confirmed genuine illness, and yet may not involve any deliberate fabrications or deception. These may be called 'perplexing presentations' or 'Medically Unexplained Symptoms'.

FII can occur when a child or young person also has a confirmed diagnosis of illness or disability and the two may coexist but the health seeking behaviour or presentation is outside that expected for the condition or disability.

The most important consideration is the impact on the child's health, well-being or development rather than the intent of the parent or care-giver i.e. is the child suffering or at risk of suffering significant harm as a result of their parent's or carer's behaviour.

Risks

Fabricated Illness is a form of abuse associated with a range of poor outcomes for children and young people extending to the serious harm or even death of the child.

Harm to the child may be caused by them experiencing one or more of the following:

- a disordered perception of their own illness and health, leading to anxiety about their health and consequently them displaying abnormal illness behaviour;
- inadvertent harm caused by health professionals (Iatrogenic harm) including admission to hospital, exposure to hospital acquired infection, blood tests or X-rays. In extreme cases this may include surgical procedures, insertion of venous lines, artificial feeding, anaesthesia or prolonged hospital admissions;
- a greater degree of medical attention than is truly justified. This may include specialist medical plans, equipment or attention in school that is unnecessary;
- interference with normal life, including school attendance, social activities, relationships or educational achievement.

The risk of harm to the child may escalate at the point the parents/carers suspect or are made aware of the professionals concerns.

It is important that the focus is on the outcomes or impact on the child's health and development and not on attempts to 'diagnose' the parent or carer.

Indicators may include any or all of the following;

- Observations or experience of the child or young person in settings where the parent or carer are not present do not support the parent or carers reports e.g. in school, nursery, respite;
- Reported symptoms and signs found on examination are not explained by any medical condition from which child may be suffering;
- A carer reporting symptoms and observed signs that are not explained by any known medical condition;
- Physical examination and results of investigations do not explain the symptoms or signs reported by the carer;
- The child has an inexplicably poor response to prescribed medication or other treatment, or intolerance of treatment;
- Acute symptoms and signs are exclusively observed by/in the presence of one carer;
- On resolution of the child's presenting problems, the carer reports new symptoms or reports symptoms in different children in sequence;
- The child's daily life and activities are limited beyond what is expected due to any disorder from which the child is known to suffer, for example partial or no school attendance and the use of seemingly unnecessary special aids;
- Older children may appear to support their parents/carers in their presentation, even to the point of being complicit with active deceit;
- The carer seeks multiple opinions inappropriately.

Concerns may be raised by anyone in contact with the child and/or parents/carers who may notice discrepancies between reported and observed medical conditions.

Due to the complexity of these cases it can be extremely challenging for professionals to decide when a case has reached the threshold for a referral to be made. In some cases, professionals are likely to develop concerns over a period of time as indicators of FII start to gradually emerge. Parents who harm their children this way may appear plausible, convincing and have developed a friendly relationship with practitioners before suspicions arise. They may also demonstrate a seemingly advanced and sophisticated medical knowledge which can make them difficult to challenge.

Protection

If there is a concern that a child or young person is at risk of, or may be suffering significant harm as a result of the parent or carer fabricating or inducing illness, then a referral to local authority children's social care through MASH should be made as outlined in this policy. Whilst the guidance is the same for any referral there are some considerations that are especially important when making a referral for FII.

There should be a strategy discussion between social care, the police and health before any decision is made to inform the parents/carers of concerns. It may be necessary to seek legal advice regarding this issue.

- The referrer should be clear about the reason for the referral and their concerns and the potential impact on the child.

The national supplementary guidance on Fabricated and Induced illness provides detailed guidance on this and states:

'All parents demonstrate a range of behaviours in response to their children being ill or being perceived as ill. Some may become more stressed or anxious than others. Their responses may in part relate to their perceptions of illness and to their expectations of the medical profession. Health professionals are taught to listen to the concerns of parents about their children's health and to act on these. Part of their role is not only to treat the sick child but also, in collaboration with other professionals, to assist parents to respond appropriately to the state of their children's health.'

It is important for professionals to establish with the parent/carer what their concerns are and if possible support them to interpret and respond more appropriately to their child's state of health which may involve management of their own anxieties. It is also important to hear the voice of the child or young person. This may be difficult in settings where the child is always in the presence of their parent or carer but easier in settings away from their parent e.g. at school.

There are some parents for whom careful efforts to reassure may be ineffective. In these instances, there are a number of options available and professionals may choose one or more depending on the situation. The family could benefit from a multi-agency approach and could be supported via an EHOR/CAF to help understand the situation from the perspectives of the child, family and other agencies involved. This may help to resolve or clarify concerns and address the needs of the child and family appropriately. If the family are unable or unwilling to engage with the EHOR/CAF process, then this may support a referral to local authority social care.

Any suspected case of fabricated or induced illness may involve the commission of a crime and therefore the police should always be involved.

xiv) Homelessness

A child's welfare is at significant risk if they are homeless, or at risk of becoming homeless. In most cases, this will be where children live with their families, but you should also be aware of 16 and 17 year-olds who live independently – for example, due to exclusion from the family home.

If staff are aware a child is homeless, or at risk of becoming so, they should inform the DSL. If the child is under 16, the DSL should raise concerns with the local housing authority as soon as possible. For young people aged 16 and 17, the DSL should make an appropriate referral to children's services based on the child's circumstances for example if they are living independently. Where a child has been harmed or is at risk of harm, the DSL will also make a referral to Nottinghamshire children's social care.

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

- Household debt and rent arrears
- Domestic abuse
- Anti-social behaviour
- Being asked to leave a property
- Living in temporary housing (e.g. living in a bed and breakfast)
- A child or parent may disclose to you that these are happening.

xv) Homestay

If the school makes arrangements for children to take part in exchange visits, either to parts of the UK or abroad when organising for the care and accommodation of a child with a host family (known as a home stay) as part of the exchange, appropriate checks will be carried out to make sure no individuals engaged in regulated activity are barred by the DBS by obtaining an enhanced DBS certificate with a children's barred list check. This check will allow the school to establish whether the adults in the host family are barred from engaging in regulating activity in relation to children and where criminal record information is disclosed it will allow the school to consider, alongside all other intelligence obtained) whether the adults would be suitable hosts for the child.

It is not possible to obtain criminality information from the DBS about adults who provide homestay abroad. The school will liaise with the partner school abroad to agree to a shared understanding of, and agreement to the arrangements to be put in place for the visit and to safeguard the pupils. The school must be satisfied that the arrangements are appropriate and sufficient to safeguard effectively every child on the exchange. The parents should be aware of any agreed arrangements. The school may also contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible for providing homestay outside the UK.

During the visit the school will make sure the pupils know who to contact in the case of an emergency or if a situation arises which makes them uncomfortable.

xvi) So-Called "Honour Based Abuse" (HBA) including Female Genital Mutilation and Forced Marriage

For further information on Nottinghamshire procedures see: <https://www.nottinghamshire.gov.uk/nscp>
Honour Based Abuse

So called "honour based abuse" encompasses incidents or crimes which have been committed to protect the "honour" of the family and/or community including forced marriage, female genital mutilation and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a

wider network of family or community pressure and can include multiple perpetrators. Women, men and younger members of the family can all be involved in the abuse. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. For young victims it is a form of child abuse and a serious abuse of human rights.

Particular care needs to be taken when raising concerns about HBA and staff **MUST** speak to the DSL who in turn should liaise with social care and where appropriate the police, in line with national and local multi-agency procedures. The additional risk factors associated with HBA may put potential victims in significant and immediate danger. It is therefore important to maintain the strictest confidentiality and work closely with statutory partners where there are any concerns that someone may be at risk of, or already be, a victim of HBA.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL or deputy (reminder if the concern is that FGM **has taken place** there is a mandatory reporting duty for teachers to report it to the police), who will activate local safeguarding procedures.

Risks

Young victims may find themselves in an abusive and dangerous situation against their will with no power to seek help. The usual avenues for seeking help – through parents or other family members may be unavailable. Honour based abuse manifests itself in a diverse range of ways with children and young people as mentioned above and can also include: domestic and/or sexual violence, rape, physical assaults, harassment, kidnap, threats of violence (including murder) and witnessing violence directed towards a sibling or another family member.

Online targeting of victims is also being used more frequently as a means of controlling and exploiting them.

Victims can find it difficult to leave abusive relationships or ask for help if their immigration status is uncertain. They may face a number of issues such as a fear of deportation, bringing 'shame' on their families, financial difficulties and homelessness, or losing their children.

The notion of shame and the associated risk to the victim may persist long after the incident that brought about dishonour occurred. This means any new partner of the victim, children, associates or their siblings may be at risk of harm.

Behaviours that could be seen to transgress concepts of honour include:

- inappropriate make-up or dress;
- the existence of a boyfriend or a perceived unsuitable relationship e.g. a gay/lesbian relationship;
- rejecting a forced marriage;
- pregnancy outside of marriage;
- being a victim of rape;
- inter-faith relationships (or same faith, but different ethnicity);
- leaving a spouse or seeking divorce;
- kissing or intimacy in a public place;
- alcohol and drugs use.

It is important to be mindful that young people may be subject to honour based abuse for reasons which may seem improbable or relatively minor to others.

Indicators

It is likely that awareness that a child is the victim of an honour based crime will only come to light after an assault of some kind has taken place e.g. an allegation of domestic abuse or it may be that a child is reported as missing. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear of retribution from their family or community.

There may be evidence of domestic abuse, including controlling, coercive and dominating behaviour towards the victim. Self-harming, family disputes, and unreasonable restrictions on the young person such as removal from education or virtual imprisonment within the home may also occur.

Young people may be fearful of being forced into engagement/marriage. Other warning signs may be FGM, sexual abuse and forced marriage.

Continual assessment and review is paramount as circumstances can change very quickly, for example, following disclosure to the police the risks to the victim and others who are supporting the victim may increase.

Young people may face significant harm if their families/communities realise that they have asked for help. All aspects of their safety need to be carefully assessed at every stage. Initially this needs to address whether it is safe for them to return home following a disclosure. The young person will need practical help such as accommodation and financial support, as well as emotional support and information about their rights and choices.

Some families go to considerable lengths to find their children who run away, and young people who leave home are at risk of significant harm if they are returned to their family. They may be reported as missing by their families, but no mention is made of the reason. It is important that practitioners explore the underlying reasons before any decisions are made.

Protection

Any suspicion or disclosure of violence or abuse against a child in the name of honour should be treated equally seriously as any other suspicion or disclosure or significant harm against a child. However, there are significant differences in the immediate response required.

Involving families in cases of forced marriage is dangerous for example it may increase the risk of serious harm to the victim. Experience shows that the family may punish them for seeking help.

In cases of violence in the name of honour and of forced marriage, it is essential to consider other siblings in the family that may be experiencing, or at risk of, the same abuse.

Accurate record keeping in all cases of violence/abuse in the name of honour is important. Records should:

- be accurate, detailed, clear and include the date
- use the person's own words in quotation marks
- document any injuries
- only be available to those directly involved in the person's case

Practitioners must take care that information which increases the risk to the child is not inadvertently shared with family members.

Issues

Addressing the needs of the individual is key, as victims of honour-based abuse will require a tailored response dependent on a number of factors including e.g. language and cultural barriers, how long they have been in the country, their social and family networks and their economic circumstances.

The 'One Chance Rule'

All practitioners working with victims of honour based abuse need to be aware of the 'one chance' rule. That is, they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across these cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

Female Genital Mutilation (FGM)

Please also refer to the Female Genital Mutilation Policy for more guidance and for further information on Nottinghamshire procedures see: <https://www.nottinghamshire.gov.uk/nscp> Female Genital Mutilation

Female genital mutilation is an offence under the Female Genital Mutilation Act 2003, and can result in severe physical and psychological injuries and even death. It is almost always restricted to female children and young people i.e. those under 18 years old.

KCSiE explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Section 5B of the **Female Genital Mutilation Act 2003** (as inserted by section 74 of the Serious Crime Act 2015) places **a statutory legal duty upon teachers to report personally to the police (through the 101 number) where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18**. Those failing to report such cases will face **disciplinary sanctions**. Staff must not examine pupils. Should a child be discovered who has just been cut or there is an immediate risk to other children within the home, then an urgent telephone call should be made via 999. When contacting the police, the professional should make it clear that they are making a report under the FGM mandatory reporting duty.

Mandatory Reporting does not replace safeguarding children actions; if a teacher has concerns that FGM has taken place, they must still share this information with the DSL or deputy and a referral should be made to local authority Children’s Social Care.

The duty for teachers to report FGM directly to the police does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and the school’s safeguarding procedures will be followed.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow the school's safeguarding procedures.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced Marriage

Please see the *Forced Marriage Policy* for more details and for further information on Nottinghamshire procedures see: [https://www.nottinghamshire.gov.uk/nscp/Forced Marriage](https://www.nottinghamshire.gov.uk/nscp/Forced%20Marriage)

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or they cannot consent (for example if they have learning difficulties). Some perpetrators use perceived cultural practices to coerce a person into marriage.

If a member of staff suspects that a pupil is being forced into marriage, they must report it to the DSL or deputy.

The DSL will:

- speak to the pupil about the concerns in a secure and private place
- activate the local safeguarding procedures and refer the case to the local authority's designated officer
- seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fcdo.gov.uk
- refer the pupil to an education welfare officer, form tutor, counsellor as appropriate

xvii) Private Fostering

Schools play an essential role in identifying privately fostered children. Private fostering involves someone other than a parent, person with parental responsibility or relative becoming responsible for the day-to-day care of a child under the age of 16 (or 18 if the child has disabilities). It is an offence if this arrangement is intended to last for more than 28 days and the local authority (LA) is not notified by the parent(s) or private foster carer(s). This is because the relevant LA must be satisfied that the child's welfare is safeguarded and promoted.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. If the school learns that a child is being privately fostered the local authority will be notified so that a check can be carried out that the arrangement is suitable and safe for the child. If the school is involved (directly or indirectly) in arranging for a child to be privately fostered it will notify the local authority as soon as possible after the arrangement has been made. Notifications must include the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and must be in writing.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify local authority Children's Social Care as soon as possible. However, parents and carers often do

not tell professionals or agencies about such arrangements; they may not be aware that they need to, or they chose not to tell agencies about these arrangements.

Parents or private foster carers should contact the LA at least 6 weeks before the start of the private fostering arrangement, or immediately where the arrangement is to begin within 6 weeks.

The school will:

- ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur
- whenever staff become aware of private fostering arrangements they must notify the DSL
- ensure school staff are aware that failure by a private foster or parent to notify their LA is an offence
- if a member of staff believe that a pupil is suffering, or is likely to suffer from harm an immediate referral to the local authority social care team should be made and the police, if appropriate.

Privately fostered children can be a diverse and potentially vulnerable group. Watch out for:

- New arrivals (it is important to ascertain their living arrangements)
- A pupil mentioning that they are no longer living at home, or are currently living with someone else
- Someone other than the parent/recognised carer accompanying the pupil to school
- A pupil disappearing without reason
- A carer seeming vague about their child's education, needs and routines
- Difficulty getting forms signed
- Lack of clarity about a pupil's living arrangements on school documentation
- It is important not to confuse a privately fostered child to one who is formally 'looked after' and under LA foster care.

xviii) **Preventing Radicalisation and Extremism**

Please refer to the following policies and supporting documents:

- Extremist Behaviour and Radicalisation Policy (Preventing Radicalisation)
- SEND Policy
- Equal Opportunities Policy
- Visitors Policy
- Safer Recruitment in Education Policy
- E-Safety/ Online Safety Policy and supporting documentation

For further information on Nottinghamshire procedures see the NSCP website:
<https://www.nottinghamshire.gov.uk/nscp> *Radicalisation and Extremism*

xix) **Serious Violence**

Indicators that child may be at risk of or involved with serious violent crime are:

- increased absence from school
- change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries

- unexplained gifts or new possessions (these could indicate that a child has been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation).

Risk factors which increase the likelihood of involvement in serious violence:

- being male
- frequently absent or permanently excluded from school
- experiencing child maltreatment
- involvement in offences such as theft or robbery

Staff should be aware that violence can often peak in the hours just before or just after school, these times can be particularly risky for young people involved in serious violence.

If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report it to the DSL and follow school procedures.

xx) Consensual and non-consensual sharing of nude and semi-nude images and or videos (previously known as sexting).

Staff responsibilities when responding to an incident

If a member of staff is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), they must report it to the DSL immediately.

The member of staff must:

- **not** view, copy, print, share, store download or share the imagery, or ask a pupil to share or download it. If the member of staff has already viewed the imagery by accident they must report this to the DSL
- **not** delete the imagery or ask the pupil to delete it
- **not** ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- **not** share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- **not** say or do anything to blame or shame any young people involved

The member of staff should explain that he/she needs to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and members of staff who deal with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- whether there is an immediate risk to pupil(s)
- if a referral needs to be made to the police and/or through MASH to local authority children’s social care
- if it is necessary to view the imagery in order to safeguard the young person (**in most cases, images or videos should not be viewed**)

- what further information is required to decide on the best response
- whether the images have been shared widely and via what services and/or platforms (this may be unknown)
- whether immediate action should be taken to delete or remove images from devices or online services
- any relevant facts about the pupils involved which would influence risk assessment
- if there is a need to contact another school, college, setting or individual
- whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or local authority children's social care through MASH if:

- the incident involves an adult
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- what the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- the imagery involves sexual acts and any pupil in the imagery is under 13
- the DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nude and semi-nude images (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Head Teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or local authority children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or local authority children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate). If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to local authority children's social care and/or the police immediately.

Informing parents

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All incidents of sharing nude and semi-nude images and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.

Curriculum Coverage

Pupils are taught about the issues of sharing of nudes and semi-nudes (sexting) as part of the PDP and RSE curriculum.

Reporting systems

Where there is a safeguarding concern we will take the child's wishes and feelings into account when determining what action to take (although we will always act in what is in the best interest of the child) and what services to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this the school will:

- put systems in place for pupils to confidentially report abuse – pupils can speak to their Form Tutor, the DSL, Deputy DSL and any member of staff with whom they feel comfortable.
- make it clear that their concerns will be taken seriously and that they can safely express their views.

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at <https://www.ceop.police.uk/safety-centre/>
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. The NSPCC's what you can do to report abuse dedicated abuse helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way it is handled by the school via <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/> or by calling 0800 028 0285 or by email help@nspcc.org.uk. Likewise if parents and carers are concerned about their child, they can contact the NSPCC Helpline by the above methods or by the general helpline number on 0808 800 5000 or they can fill in an online form on the NSPCC website.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: *NSPCC Sexting*
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: *THINKUKNOW Nude-selfies-a-parents-guide*

- Childnet have information and advice about sexting available on its website:
<http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting:
Childline information for young people
- The Safer Internet Centre has produced resources called *Childnet So you got naked online* which helps young people to handle incidents of sexting.

xxi) Technology, online safety and the use of mobile and smart technology

For further information on Nottinghamshire procedures see: <https://www.nottinghamshire.gov.uk/nscp>
On-line Safety

Please also see the *E-Safety/Online Safety Policy, Acceptable use of ICT Policy, Remote Learning* and the *Cyber-Bullying Policy*. Information is also sent to parents about keeping children safe online signposting them to websites which give help and advice about keeping children safe online and how to report online abuse for example:

National Crime Agency - Child Exploitation and Online Protection <https://www.ceop.police.uk/safety-centre/>

ChildLine and the Internet Watch Foundation <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting> or <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online> or <https://www.iwf.org.uk/>

UK Safer Internet Centre - <https://reportharmfulcontent.com/>

Childnet - www.childnet.com

NSPCC – <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Thinkuknow - <https://www.thinkuknow.co.uk/>

BBC Bitesize <https://www.bbc.co.uk/bitesize>

There is a wealth of information to support keeping children safe online – Annex B of KCSiE 2022 has a list of useful websites and guidance.

The school recognises the importance of safeguarding children from potentially harmful and inappropriate online material and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this the school:

- has procedures in place to ensure the online safety of pupils, staff and volunteers.
- protects the whole school community by the safe and responsible use of technology including mobile and smart technology (which we refer to as ‘mobile phones’).
- sets clear guidelines for the use of mobile phones for the whole school community.
- has mechanisms to identify, intervene in and escalate any incidents or concerns where appropriate.

The pupils are only allowed to access the internet during lesson times and on school devices. The school network is password protected and the pupils are not allowed to know the password. Pupils are not allowed their mobile phones during the school day – mobile phones are handed in at the start of

Registration and returned to the pupils at the end of the school day. Pupils are also not allowed to have any personal devices such as electronic tablets in school. The school's electronic tablets are used only in lesson time and under the supervision of a member of staff. This prevents the pupils from having unlimited and unrestricted access to the internet via mobile phone networks. Pupils are given sanctions if personal devices are not handed in at Registration. Being safe online is covered in PDP and ICT – topics include for example 'Online Safety', 'Digital Well-being', 'Cyber-bullying', 'Keeping Safe and Healthy Relationships', 'Social Media Safety', 'Smart Crew', 'E-Safety and Online Etiquette', 'Social Media Ethics', 'Safe Online' and 'It's Not Okay'.

The breadth of issues classified within online safety are considerable and ever evolving, however, these can be categorised into four areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material: for example, pornography, fake news, racism, misogyny/misandry, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- Contact – being subjected to harmful online interaction with other users: for example: peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct – online behaviour that increases the likelihood of, or causes harm, for example making, sending and receiving explicit images, or online bullying.
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams. If any pupils or staff are at risk of this, it will be reported to the Anti-Phishing Working Group (<https://apwg.org/>)

'Internet Abuse' relates to five main areas of abuse of children:

- Indecent images of children (although these are not confined to the Internet)
- A child or young person being groomed online for the purpose of sexual abuse/exploitation
- Exposure to pornographic or other offensive material on the Internet
- Young people taking/sending indecent images of themselves
- The use of the internet, and in particular social media, to engage children to extremist ideologies or to promote gang related violence.

Internet abuse may also include cyber-bullying. This is when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the Internet or mobile phones. It is essentially behaviour between children, although it is possible for one victim to be bullied by many perpetrators.

To meet our aims and address the risks the school will:

- educate pupils about online safety as part of the curriculum
- train staff as part of their induction on online safety and the risks of online radicalisation. All staff will receive refresher training at least once each academic year.
- send communications to parents about online safety
- make sure staff are aware of any restrictions places on them with regard to their use of mobile phones and smart technology – please see Mobile Phone and Smart Technology Policy.
- make all pupils, staff and volunteers aware they are expected to sign an acceptable use of ICT agreement.
- apply sanctions if pupils are in breach of the acceptable use of the internet and mobile phone and smart technology policy.

- have in place filtering and monitoring systems.

This section summarises the school's approach to online safety and mobile phones and smart technology – for more details please refer to the separate school policies.

Safeguarding Risks

There is some evidence that people found in possession of indecent photographs/pseudo photographs or films/videos of children may now, or in the future be involved directly in child abuse themselves. In particular, the individual's access to children should be established to consider the possibility that they are actively involved in the abuse of children including those within the family, within employment contexts or in other settings such as voluntary work with children or other positions of trust.

Any indecent, obscene image involving a child has, by its very nature, involved a person, who in creating that image has been party to abusing that child. Social networking sites are often used by perpetrators as an easy way to access children and young people for sexual abuse. In addition, radical and extremist groups may use social networking to attract children and young people into rigid and narrow ideologies that are intolerant of diversity: this is similar to the grooming process and exploits the same vulnerabilities.

Indicators

Often these issues come to light through accidental discovery of images on a computer or other device and can seem to emerge 'out of the blue' from an otherwise trusted non-suspicious individual. This in itself can make accepting the fact of the abuse difficult for those who know and may have trusted that individual. The initial indicators of abuse are likely to be changes in behaviour and mood of the victim. Clearly such changes can also be attributed to many innocent events in a child's life and cannot be regarded as diagnostic. However, changes to a child's circle of friends or a noticeable change in attitude towards the use of a computer or a phone could have their origin in abusive behaviour. Similarly, a change in their friends or not wanting to be alone with a particular person may be a sign that something is upsetting them. Children often show us rather than tell us that something is upsetting them. There may be many reasons for changes in their behaviour, but if we notice a combination of worrying signs it may be time to call for help or advice.

Issues

When communicating via the internet, young people tend to become less wary and talk about things far more openly than they might when communicating face to face. Both male and female adults and some young people may use the internet to harm children. Some do this by looking at, taking and/or distributing photographs and video images on the internet of children naked, in sexual poses and/or being sexually abused.

Children and young people should be warned about the risks of taking sexually explicit pictures of themselves and sharing them on the internet or by text. It is essential, therefore, that young people understand the legal implications and the risks they are taking. The initial risk posed by sexting or sharing nude and semi-nude images may come from peers, friends and others in their social network who may share the images. However, once an image has been sent, it can then be shared with others or posted online. The Criminal Justice and Courts Act (2015) introduced the offence of Revenge Porn where intimate images are shared with the intent to cause distress to the specific victim.

Where young people are voluntarily sending/sharing sexual images or content with one another the police may use the recently introduced 'outcome 21' recording code to record that a crime has been committed

but that it is not considered to be in the public interest to take criminal action against the people involved. This reduces stigma and distress for children and help to minimise the long term impact of the situation.

Webcam abuse

How it happens

- An abuser might pretend to be a boy or girl of the same age;
- They might even pretend to be someone they know;
- They chat and flirt online. They start to chat about sex;
- They ask for naked selfies, or to go naked on webcam;
- Then they threaten: "I will share this pic with everyone you know if you don't do more things on webcam/ hurt yourself/ give me money... "

Protection

Where there is suspected or actual evidence of anyone accessing or creating indecent images of children, this must be referred to the Police and local authority Children's Social Care Services through MASH.

Where there are concerns about a child being groomed, exposed to pornographic material or contacted by someone inappropriately, via the Internet or other ICT tools like a mobile phone, referrals should be made to the Police and to local authority Children's Social Care Services through MASH.

The Serious Crime Act (2015) introduced an offence of sexual communication with a child. This applies to an adult who communicates with a child and the communication is sexual or if it is intended to elicit from the child a communication which is sexual and the adult reasonably believes the child to be under 16 years of age. The Act also amended the Sex Offences Act 2003 so it is now an offence for an adult to arrange to meet with someone under 16 having communicated with them on just one occasion (previously it was on at least two occasions).

Due to the nature of this type of abuse and the possibility of the destruction of evidence, the referrer should first discuss their concerns with the Police and local authority Children's Social Care Services before raising the matter with the family. This will enable a joint decision to be made about informing the family and ensuring that the child's welfare is safeguarded.

All such reports should be taken seriously. Referrals will normally lead to a Strategy Discussion to determine the course of further investigation or enquiry. Intervention should be continually under review if further evidence comes to light.

Professionals who are concerned about a child can contact the sexual exploitation investigation unit at Nottinghamshire Police.

Where there are concerns in relation to a child's exposure to extremist materials, the child's school may be able to provide advice and support: all schools are required to identify a Prevent Single Point of Contact (SPOC) who is the lead for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

Suspected online terrorist material can be reported through the *Report online material promoting terrorism or extremism website* (<https://www.gov.uk/report-terrorism>). Content of concern can also be reported directly to social media platforms – see the *UK Safer Internet Centre website* (<https://reportharmfulcontent.com/>).

Online Challenges and Hoaxes

'Challenges' often go round on social media. While many will be safe and fun, some may be potentially harmful, and there is a risk that children could hurt themselves by taking part.

Drawing children's attention to potentially upsetting or harmful content, to warn them about it, might actually make them more likely to go and look for it, out of curiosity - Childline figures show that following viral online hoaxes, children often seek support after seeing harmful or distressing content that has been highlighted or shown to them for this reason.

The school's response to online hoaxes and challenges:

- Staff should let the DSL know about any challenges or hoaxes they hear about
- The DSL will then typically lead on pre-planning and any formal responses. This will involve checking the factual basis of any online challenge or hoax, potentially taking advice from the local authority through MASH or police force (where it appears to be more local than national), and determining the scale and nature of the possible risk
- Staff should not draw too much attention to it or show children upsetting or scary content that they "might" see online. For example, do not name an online hoax or challenge or provide direct warnings. This makes children more likely to go and look for it online.
- The school will only directly address a hoax or challenge if we are confident pupils are aware of and taking part in a real challenge that may put them at risk of harm. We may do this by offering focused support to particular groups at risk – we will carefully weigh up the benefits of highlighting the issue school-wide, against the potential problem of exposing pupils to something they may not have otherwise been aware of or concerned about
- If children bring up concerns about a challenge or potential hoax themselves, staff should tell them to report content online, and who to report their concerns to within school. The member of staff should also report this to the DSL.
- To continue to promote positive online behaviours, including teaching children how to identify and respond to dangerous or harmful content
- Engage parents in online safety for example by sharing guidance with them.

Appendix One

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.

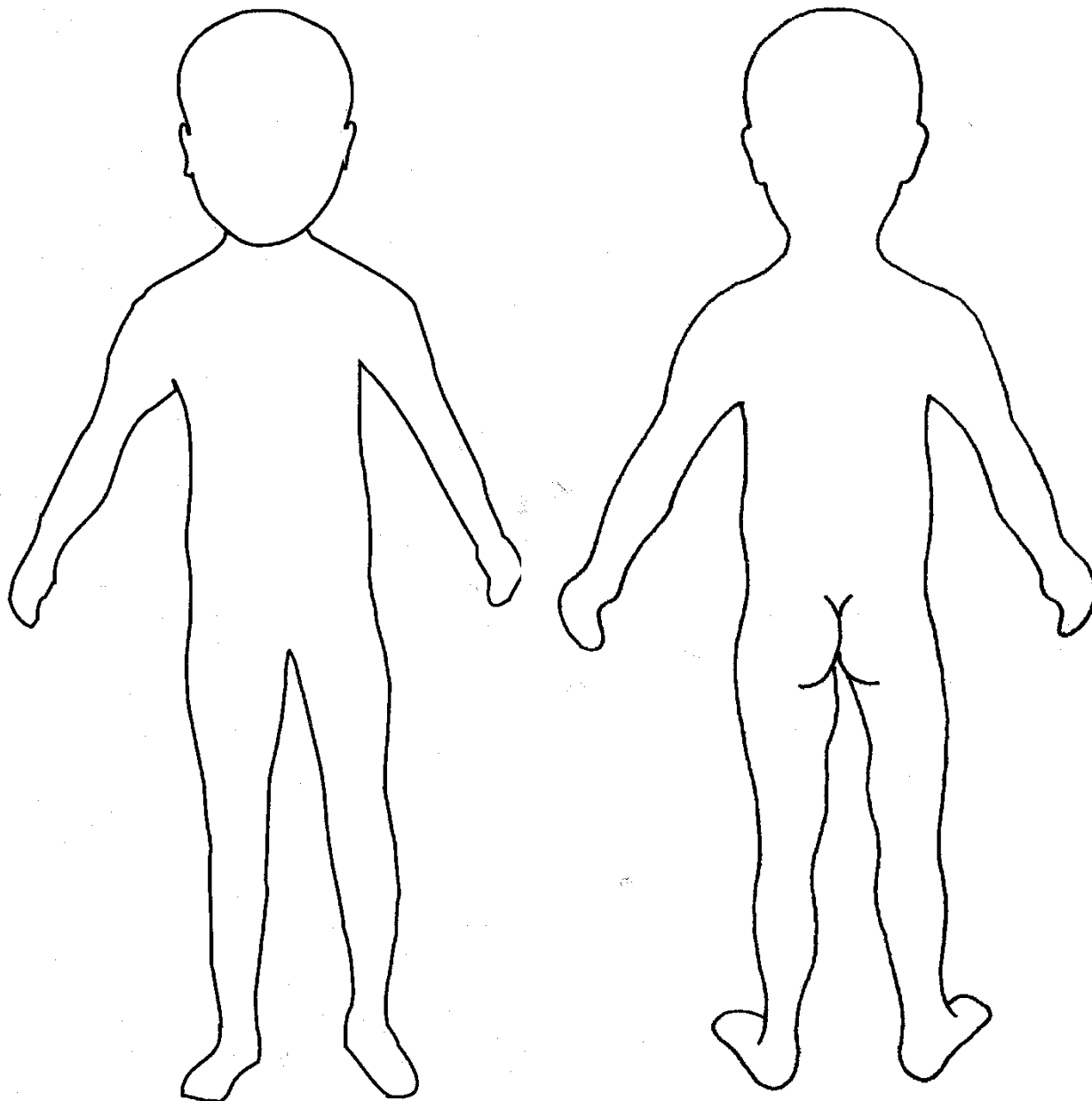
BODYMAP

(This must be completed at time of observation)

Names for Child: _____ Date of Birth: _____

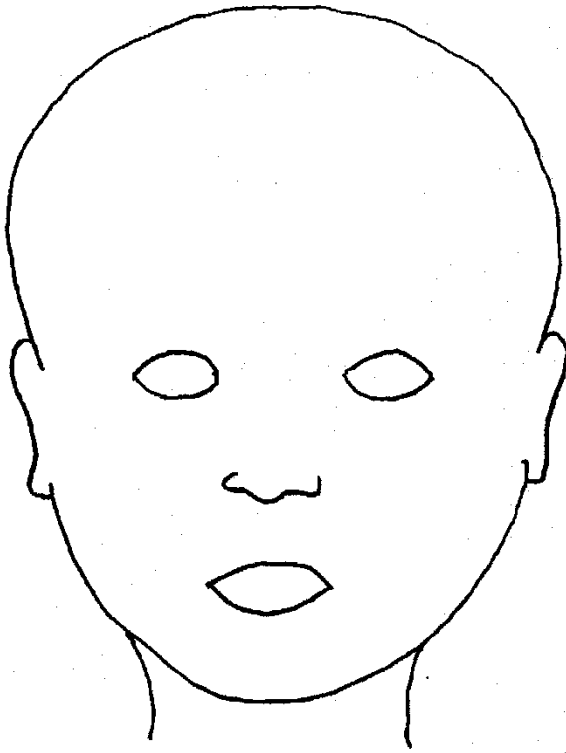
Name of Worker: _____ Agency: _____

Date and time of observation: _____

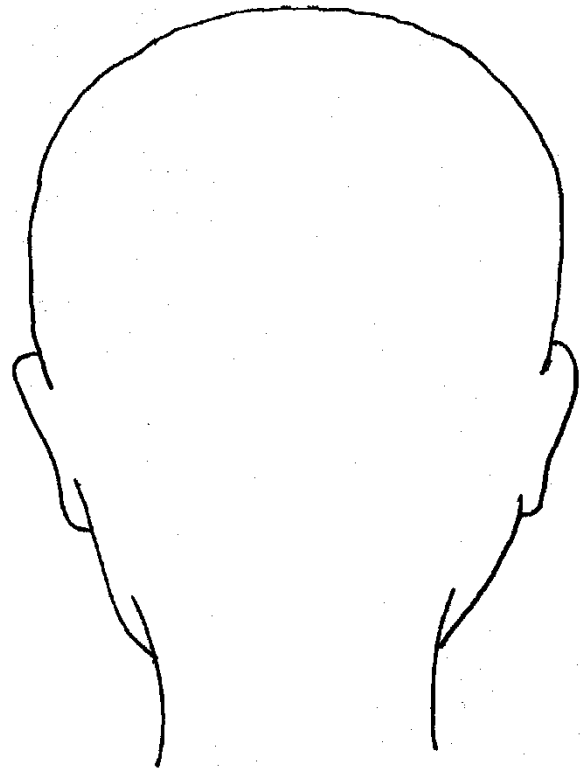


Name of Child: _____

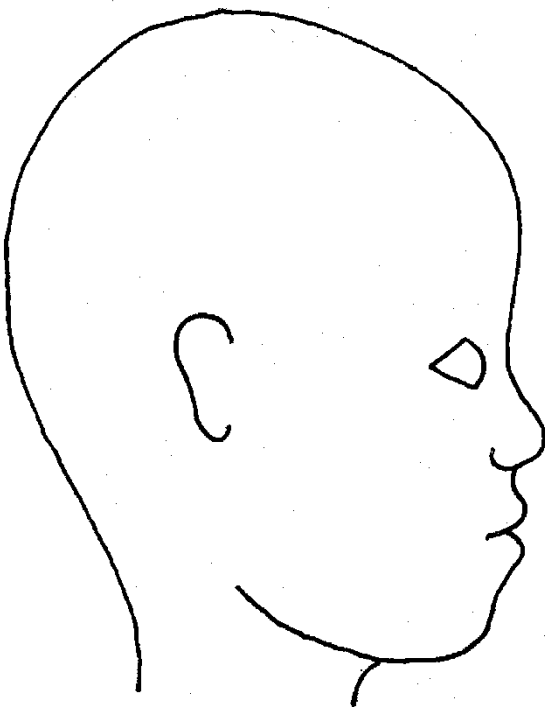
Date of observation: _____



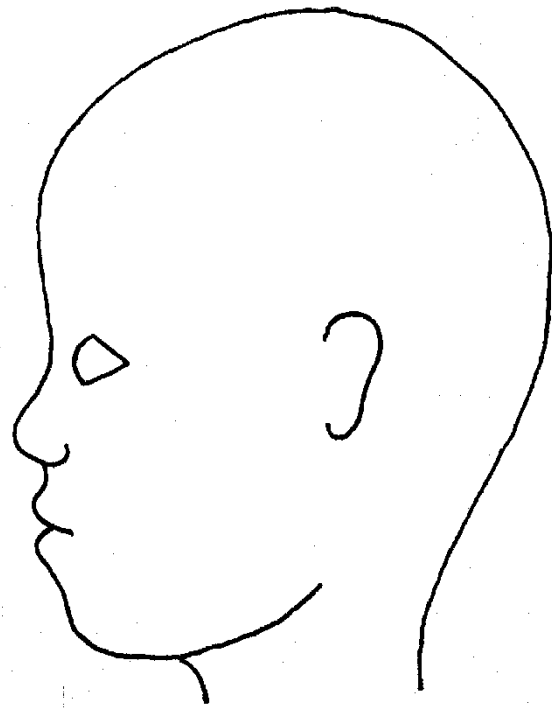
FRONT



BACK



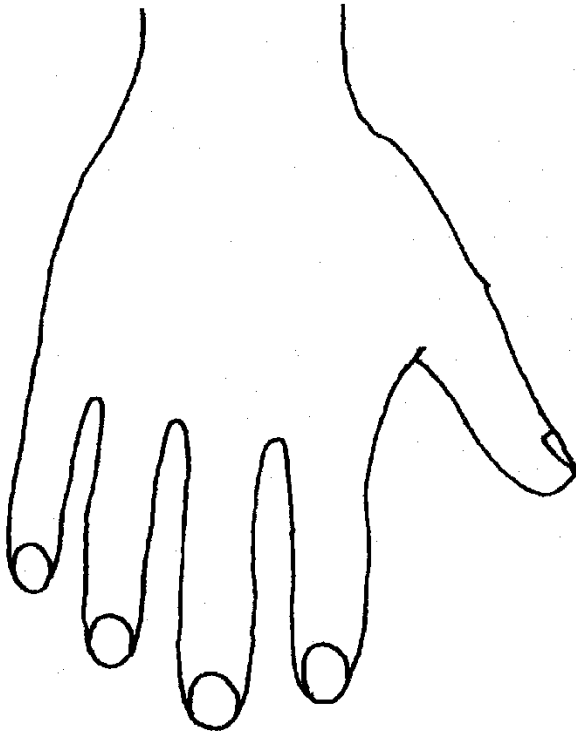
RIGHT



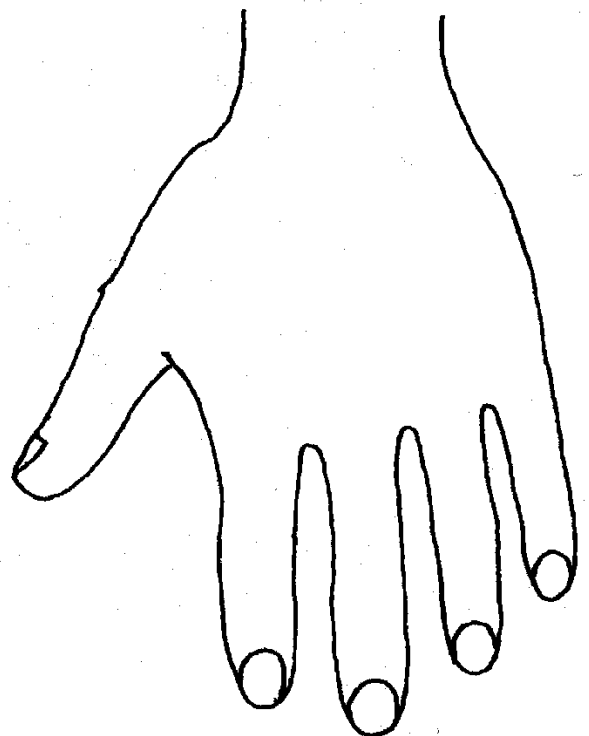
LEFT

Name of Child: _____

Date of observation: _____



R

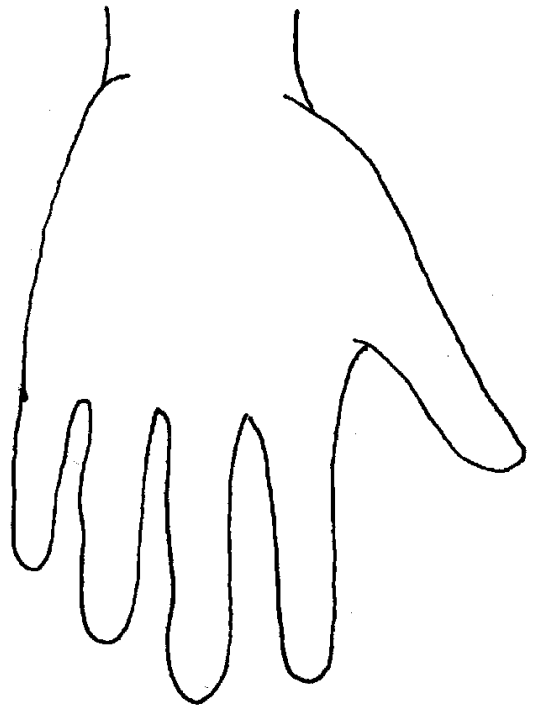


L

BACK



R

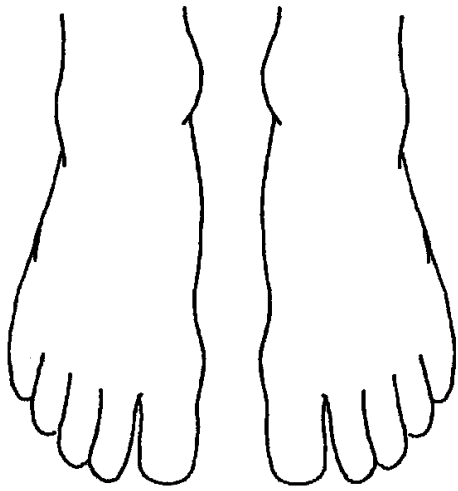


L

PALM

Name of Child: _____

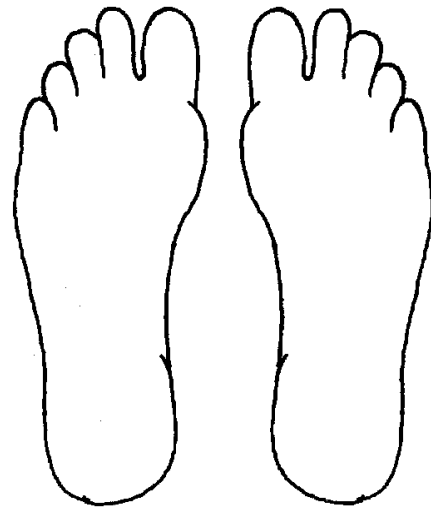
Date of observation: _____



R

TOP

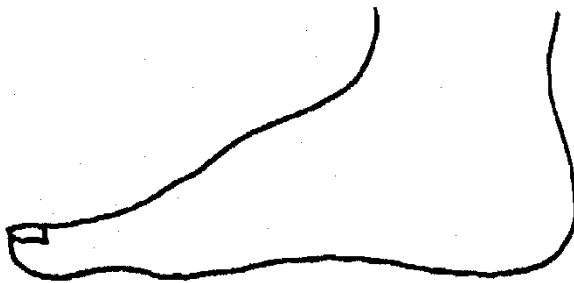
L



R

BOTTOM

L



R

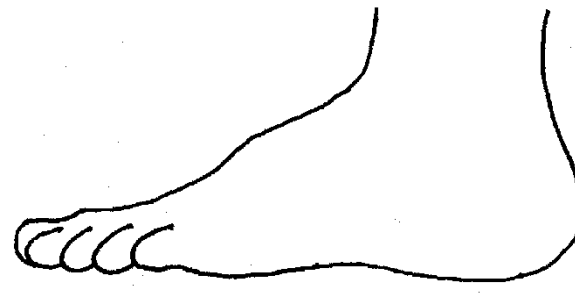


L

INNER



R



L

OUTER

Printed Name and Signature of
worker: _____

Date: _____

Time: _____

Role of Worker _____

Other information: _____

Name	DOB:	Class:	Ethnicity:		
Home Address:			Telephone:		
			Email:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in school relating to this child closely connected to him/her?					
YES/NO WHO?					
Member of household					
Name	Age/DOB	Relationship to child	Home work	Contact number	
Significant Others (relatives, carers, friends, child minders, etc.)					
Name	Relationships to child	Address	Tel No		
Other Agency Involvement					
Name of officer/ person	Role and Agency	Status of Child i.e. EHAF/ CPP/ LAC. CiN	Tel no & Date		

This is an example of the school's individual safeguarding case form.

Appendix Two

To track updates to policy during academic year 2022 – 2023

Page 1 – name of Deputy Designated Safeguarding Lead amended to Miss Fox

Page 2 – review date of policy changed to 1st May 2023

Page 4 – details of Deputy Designated Safeguarding Lead amended to Miss Fox

Page 26 - name of Deputy Designated Safeguarding Lead amended to Miss Fox

Page 38 - name of Deputy Designated Safeguarding Lead amended to Miss Fox

Page 39 - details of Deputy Designated Safeguarding Lead amended to Miss Fox