



**TRENT
ACADEMIES
GROUP**

Whole School Safeguarding and Child Protection Policy

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Version History

V4	March 2017	Adopted	
V5 (This document)	March 2017	Adopted	Changes to Arnold Hill and Rushcliffe contacts

The Trent Academies Group (TAG) recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Trent Academies Group Policy Review Committee

Date of last review: March 2017

Date of next review: March 2018

The Farnborough Academy

Role	Name	Contact Details
Designated Governor for Child Protection	Luke Parmeter	The Farnborough Academy 0115 974 4444
Designated Senior Person for Child Protection	Clare Watson	
Designated Deputy Person for Child Protection	Tracie Morris	
Designated teacher for LAC	Alison Hallam	
LA Child Protection Contact/LADO	Richard Powell	Nottingham City Council 0115 876 5698
	Gillian Quincey	0115 876 4762

Arnold Hill Academy

Role	Name	Contact Details
Designated Governor for Child Protection	Katie Tarrant	Arnold Hill Academy 0115 955 4804
Designated Governor for LAC	Katie Tarrant	
Designated Senior Person for Child Protection	Mel Loyeau	
Designated Deputy Person for Child Protection	Pauline Mcleod	
Designated Child Protection Co-ordinator	Pauline Mcleod	
Deputy Safeguarding Officer	Julia Adamson	
		0115 804 1498

LA Child Protection Contact/LADO MASH (Notts Mult-Agency Safeguarding Hub) Nottingham City Children's Social Care	Evan Callaghan or covering LADO	0115 804 1272 0300 500 80 90 0115 876 4744
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Rushcliffe School

Role	Name	Contact Details
Designated Governor for Child Protection	Hollie Waters	Rushcliffe school 0115 974 4050
Designated Governor for LAC	Hollie Waters	
Designated Senior Person for Child Protection	Jonathan Dakers	Rushcliffe school 0115 974 4050
Designated Deputy Person for Child Protection	Helen Carnell	Rushcliffe school 0115 974 4050
LA Child Protection Contact/LADO	Eva Callaghan	01158041272

School Commitment

We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition we will adhere to the principles set out in Nottingham's Family Support Strategy and NCSCB Policy, Procedures and Practice Guidance.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children. The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children April 2015 and Keeping Children Safe in Education September 2016

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse

- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- highlight the connection between the safeguarding Policy and the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with Children and Families Direct, the NCSCB and other agencies and, where appropriate with similar services in neighbouring authorities.
- Support pupils who have been abused or harmed in accordance with his/her child protection plan.

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Board (NSCB) and Nottingham City Safeguarding Children Board (NCSEB).

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

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the Bright Day and Enrichment (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse:
 - availability of local and online advice
 - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
 - developing healthy relationships and awareness of domestic violence, bullying and peer on peer abuse
 - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.

- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2016 Page 40), and the NSCB Local Inter-agency Procedures
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

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

SAFEGUARDING

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

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

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

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

Safeguarding can involve a range of potential issues such as:

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

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

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

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

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

Responsibilities

The TAG governing body:

- has trained link governor(s) for child safeguarding and Looked after children who will attend training/updates at least every three years.
- will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Head teacher.
- will ensure that the TAG has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with NCSCB/NSCB.
- will ensure that the TAG creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2016).
- has appointed a member of staff of the academies leadership team at each academy to the role of designated safeguarding lead.
- will ensure the TAG keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- ensure that the child safeguarding policy is available to parents and children on request
- will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the TAG.

The Head teacher will ensure that:

- the policies and procedures adopted by the TAG Governing Body are followed by all staff
- the policy will be updated annually, and be available publicly via the academy's website.
- designated staff review policy when the NCSCB/NSCB update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-

agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.

- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- TAG staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, particularly where there are concerns regarding the potential for forced marriage or female genital mutilation.
- he/she undergoes child safeguarding training which is updated regularly, in line with advice from the NCSCB/NCSB.

Allegations against the Head teacher

Where an allegation is made against the Head teacher, the Chair of the Governing Body, or equivalent, must be informed as well as the Designated Officer (LADO) **0115 8762302 Nottingham City/ 0115 8041272 Nottinghamshire**

The trained designated leads (senior leaders) for child safeguarding are outlined on page 1 and will:

- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- undergo updated child safeguarding training every two years.
- Liaise with relevant agencies in accordance with the NCSCB/NCSB procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff's suitability to work with children, contact the Head teacher who will refer them to the Local Authority Designated Officer (LADO)
- be able to access the contents of the NCSCB/NCSB procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with across the TAG and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support
- ensure that written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Common Assessment Framework (CAF) or Priority Families Assessment
- ensure all child protection records are marked as such and kept securely locked,
- ensure that pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher/tutor, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- phone calls about absences are similarly logged and dated
- the children missing education- statutory guidance for local authorities 2016 is adhered to
- where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children's Social Care is contacted.

- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held is transferred securely and confidentially e.g. a CAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child safeguarding in the receiving school via hand delivery or recorded delivery.
- where a pupil has a **child protection plan** or there are ongoing child protection enquiries and transfers to another school;
- the designated lead for Safeguarding is informed immediately
- their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file and a receipt is obtained from the receiving school or academy.

The staff

All staff, teaching and non-teaching, volunteers and others working across the TAG need to:

- Read Part 1 of Keeping Children Safe in Education 2016
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to Children's Social Care, e.g. in urgent situations.
- be alert to signs and symptoms of harm and abuse.
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated regularly in line with advice from the NCSCB/NSCB, (whole staff training every year)
- Recognise that abuse and neglect can happen in any setting and maintain an attitude of 'it could happen here'
- familiarise themselves with "What to do if you're worried that a child is being abused: advice for practitioners guidance." (2015)

Reporting concerns to the designated leads

Any concern should be discussed in the first instance with *one of the designated leads or in their absence the Head teacher*, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Anybody can make such a referral.**

Immediate response to the pupil

It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them
- if a disclosure is made,
 - accept what the pupil says
 - stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate
 - use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
 - be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"

- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

Recording information

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

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

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

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

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

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

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

Why recording is important

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

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

The concerns file

The establishment of a 'concern' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events.

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in school (named designated person).

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

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

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

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

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

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

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

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

Recording Practice

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

A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the

confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.

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

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

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

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame. Non-teaching Head of Year Assistants and a specialised safeguarding officer is available throughout the day to appropriately signpost.
- We recognise that this academy might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The TAG will support all pupils by: discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with NCSCB/NSCB procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.

Confidentiality

- The personal information about all pupils' families is regarded by those who work in the TAG as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

Staff must be aware that:

- They cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil’s welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil’s welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.

Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, each academy will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Children and Families Direct.
- Information will be shared through regular safeguarding meetings and Inclusion meetings
- Where there are any doubts, the designated lead should clarify with Children and Families Direct whether, and if so when and by whom, the parents should be told about the referral.
- The pupil’s views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues, and about consenting to that.
- *“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.” Working Together 2015*
- The TAG aims to help parents understand that we have a duty to safeguard and promote the welfare of all pupils and may need to share information and work in partnership with other agencies when there are concerns about a pupil’s welfare.

Roles and Responsibilities

Everyone

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

Teachers (including NQTs) and Head teachers – Professional duty

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

Senior Designated Person Role

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

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

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

Senior Designated Person

The Senior Designated Person will:

- Be a member of staff from the leadership team and will have this role and its responsibilities explicit within their job description.
- There will always be cover for this role.
- They will have the appropriate authority, time, training, funding and resources and support to:
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Provide support, advice and expertise to other staff including deciding when to make referrals to children's social care or other agencies.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2015.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.

- Liaise with the head teacher (where the Senior Designated Person role is not carried out by the head teacher) to inform him/her of any issues and ongoing investigations.
- Maintain an overview of all children about whom there are concerns i.e. subject to a child protection plan, CiN plan, LAC, EHAf or there is a concerns file (*Appendix 9 may assist*).
- Attend training, including updated child protection training every two years in order to:
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so. Be proactive about own learning.
- Raise awareness
 - Ensure each member of staff has access to, and understands this policy, especially new or part-time staff who may work with different educational establishments.
 - Ensure all staff receives induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Share records when pupils transfer schools.

Head Teacher

The Head Teacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Senior Designated Person and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Head teacher will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, NCC HR Contact between Staff and Pupils Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education guidance 2015, Part one, as a minimum.

Governing Body

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

- Ensuring that the school has effective policies and procedures in line with statutory guidance (*Working Together to Safeguard Children 2015*) as well as with local NSCB guidance and monitor the school's compliance with them.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Ensuring there is an individual member of the governing body to champion child protection issues within the school.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring the head teacher and all other staff who work with children, undertake training which is kept up-to-date by refresher training at three yearly intervals.

- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
- Ensuring a response if there is an allegation against the head teacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensure appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future.

Looked After Children – Designated teacher

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

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

Working Together To Safeguard Children 2015 & Keeping Children Safe in Education 2016

Statutory duties that apply to schools

Schools and Academies should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. 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, for example, children subject to child protection plans and children looked after;
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;
- ensuring there are procedures in place to respond robustly to allegations, including those relating to children harming, or allegedly harming other children and allegations against staff and volunteers;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads' roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children (p.19-20 Keeping Children Safe in Education 2016) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check;
- schools and colleges must keep a single central record of DBS checks and training undertaken (p.27-28 Keeping Children Safe in Education 2016). The record must cover the following people:
 - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children
 - all others who work in regular contact with children in the school or college, including volunteers
 - for independent schools, including academies and free schools, all members of the proprietary body.
- it is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in February 2015, entitled 'Disqualification by association' of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision.

A person is automatically disqualified if they live in the same household as another person who is disqualified or in a household where a disqualified person is employed. The categories of staff in nursery, primary or secondary school settings covered by regulation 13 include staff who:

- work in the early years provision (including teaching staff and support staff working in school nursery and reception classes)
- work in later years provision for children who have not reached the age of eight, including before-school settings such as breakfast clubs and after-school provision
- are directly concerned with the management of such early or later years provision.
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in schools and colleges should ensure that **all staff read at least part one of Keeping Children Safe in Education 2016**. There should then be an ongoing programme of refresher training and updates to staff/volunteers about key safeguarding issues, e.g. information shared at the Designated Safeguarding Leads network meeting. Such updates should be at least annual;
- ensure there is an effective child safeguarding policy in place together with a staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff - including temporary staff and volunteers - on induction;
- all professionals should have regular reviews of their own practice to ensure they improve over time;
- the designated lead professional for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern child's circumstances whenever new information arises;
- all schools and colleges have to be compliant with the requirements of the LSCB in Nottingham and this includes engagement in the Serious Case Review process;
- the Nottingham City Safeguarding Children Board (NCSCB) requires all schools to complete an annual safeguarding audit and be engaged in multi-agency processes and Serious Case Reviews (See Working Together to Safeguard Children 2015 (Chapter 2 p53), to be read in conjunction with DfE Keeping Children Safe in Education 2016);
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children, in either a paid or voluntary capacity. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

- The Designated Officer (previously known as the Local Authority Designated Officer) is to be involved in the management and oversight of individual cases where there are allegations made against people who work with children. The Designated Officer will provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, and are consistent with a thorough and fair process:

- any allegation should be reported immediately to the Head teacher. Where the allegation relates to the Head teacher, it should be reported to the Chair of Governors or equivalent. The Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because of a concern that the person may pose a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

Mandatory reporting

Female Genital Mutilation

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

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

Risk factors for FGM include:

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

Symptoms of FGM

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

Potential indications that FGM may have already taken place may include:

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

Since October 2015, the Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure. It is the statutory duty of all staff to report cases and concerns surrounding FGM. At the Trent Academies Group we put through our concerns through the normal safeguarding channels.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases never the less this is still something that must be reported to social care.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Identifying Concerns

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

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

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

Types of abuse and neglect

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

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

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

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

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

Peer on Peer abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

At The Trent Academies Group we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

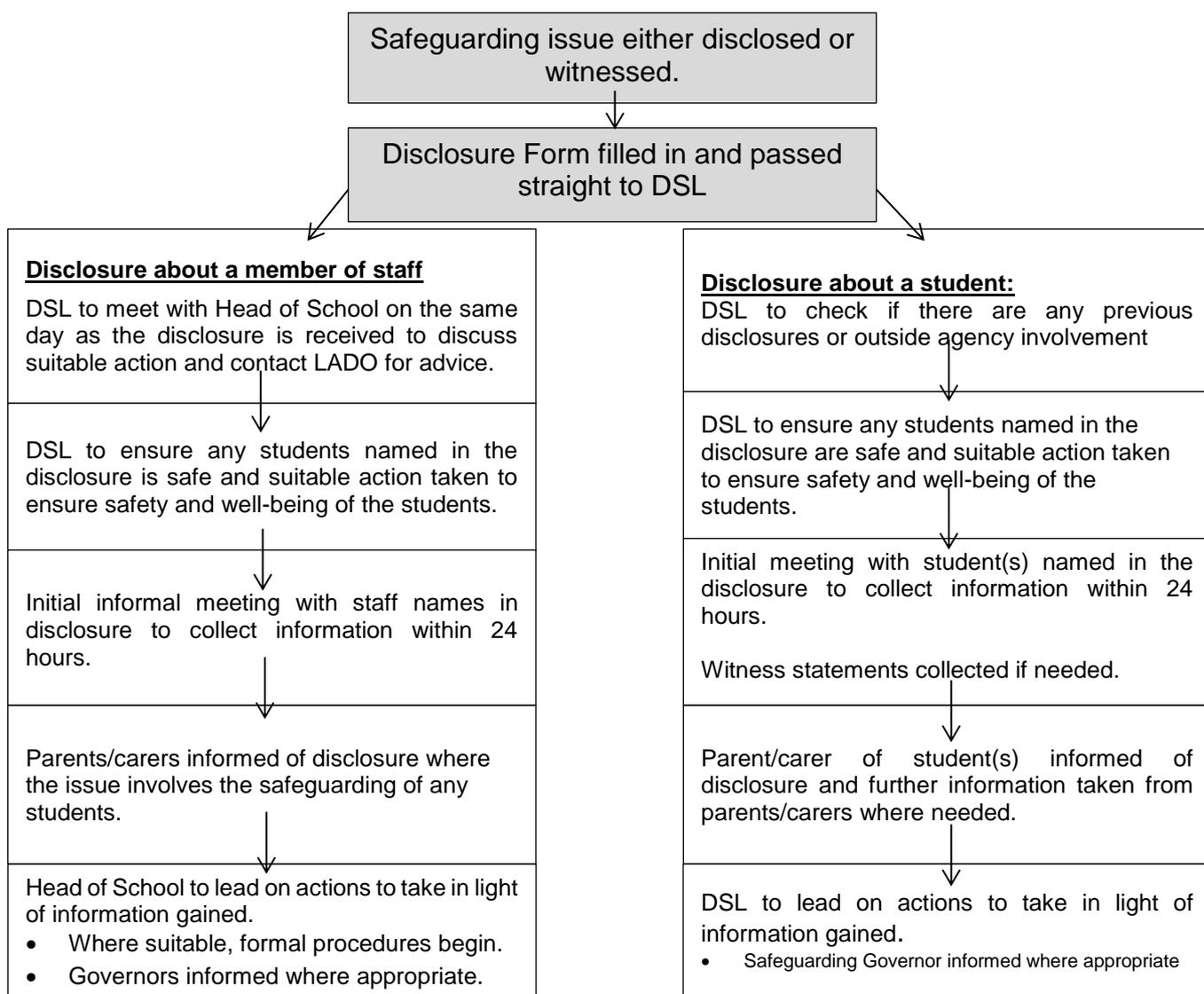
We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academies Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Where this is the case we will follow the processes set out in the policy above. In addition we will be mindful of the fact that the pupil against whom the allegation has been made may also be vulnerable and need additional support and that their behaviour could be an indicator that they themselves are experiencing abuse, or have done so.

Records and Monitoring

Safeguarding Procedure for a Disclosure

Designated Safeguarding Lead to lead on the below procedure (TEMP)



Staff should discuss any possible Safeguarding issues with DSL if clarification is needed.

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.

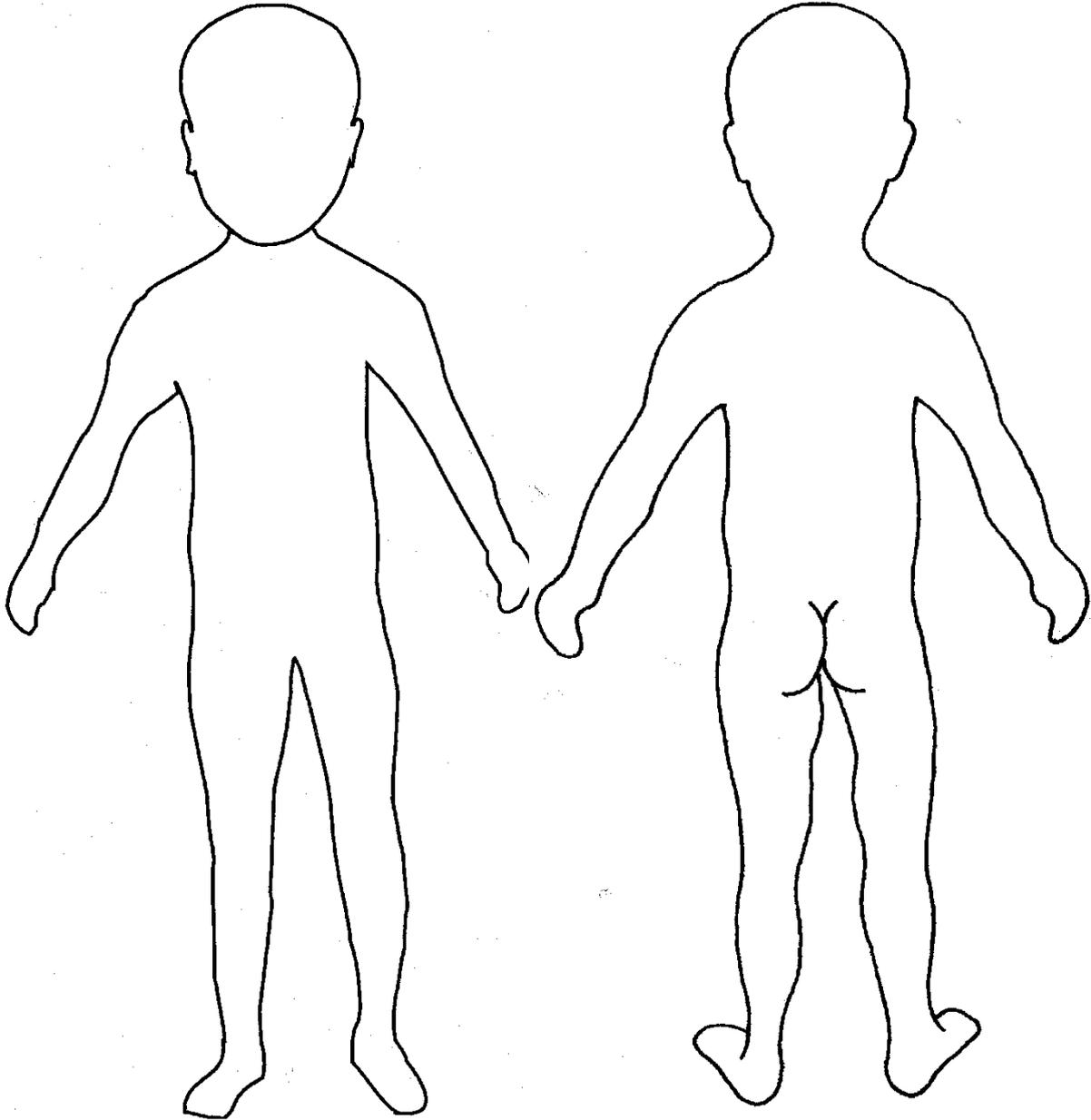
BODYMAP

(This must be completed at time of observation)

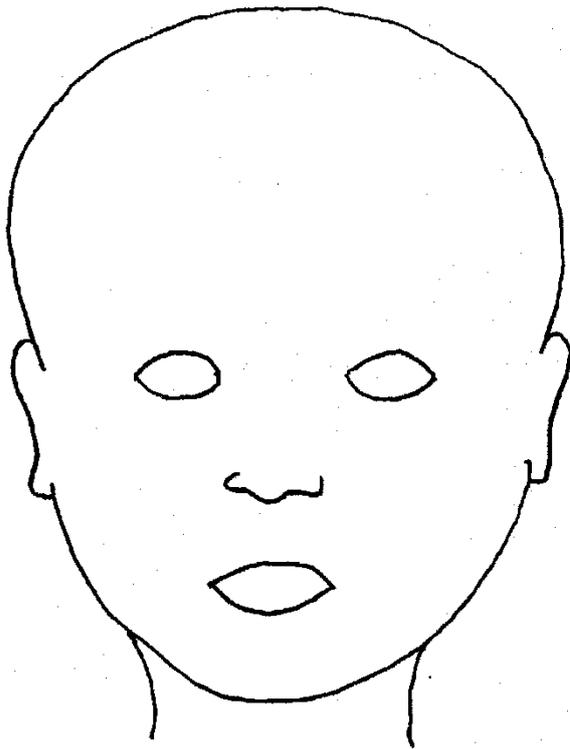
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

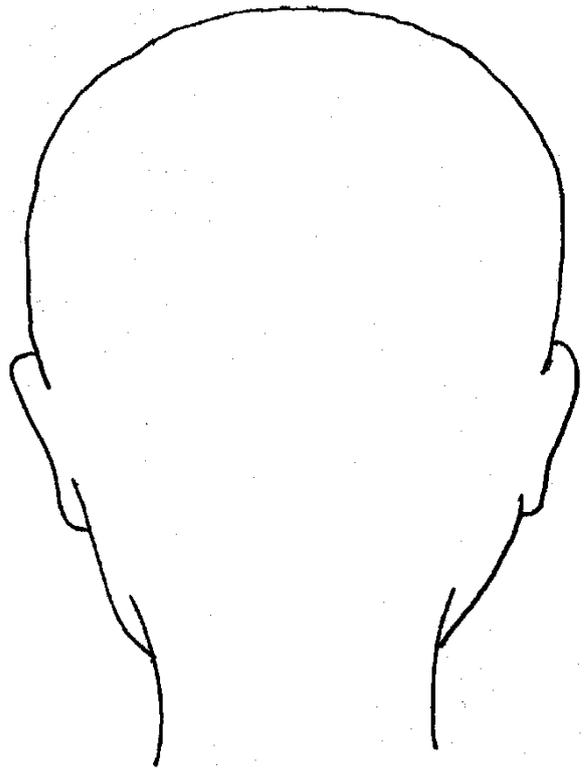
Date and time of observation: _____



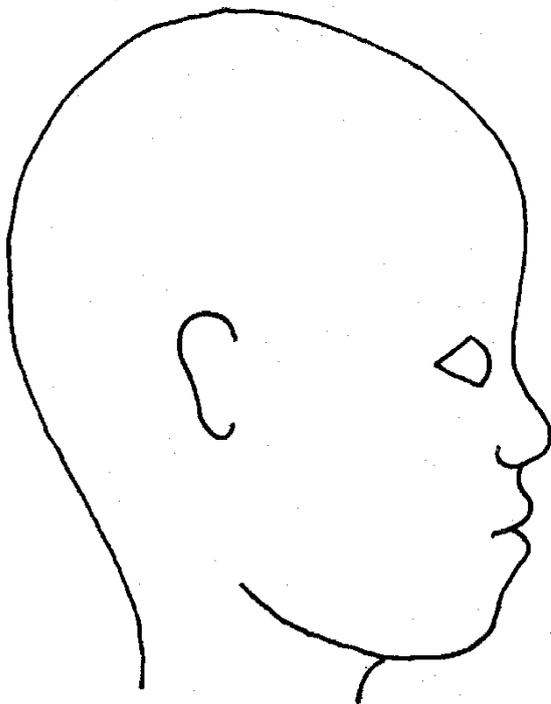
Name of Child: _____ Date of observation: _____



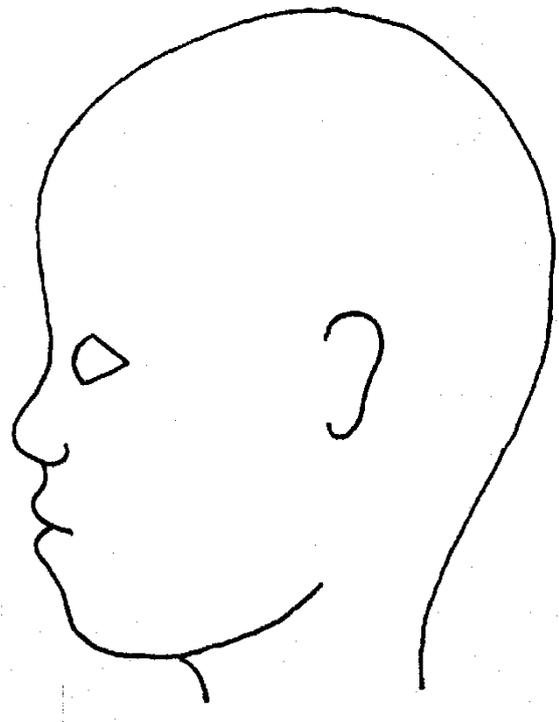
FRONT



BACK

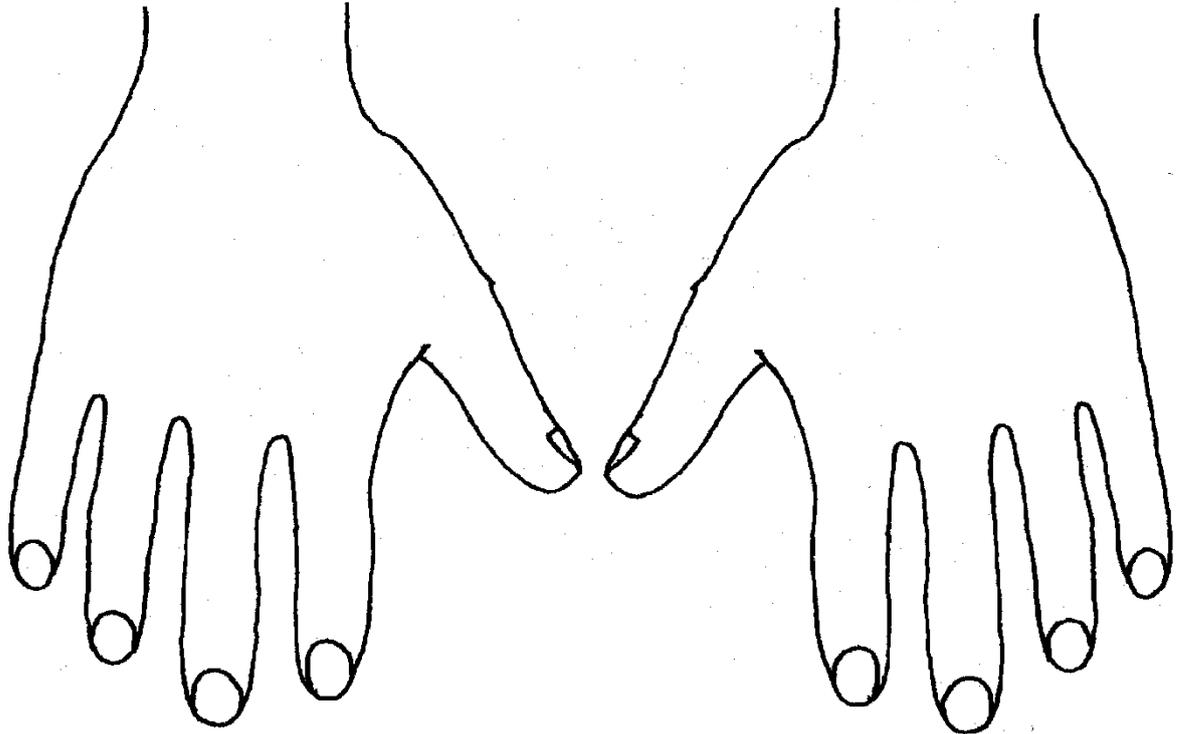


RIGHT



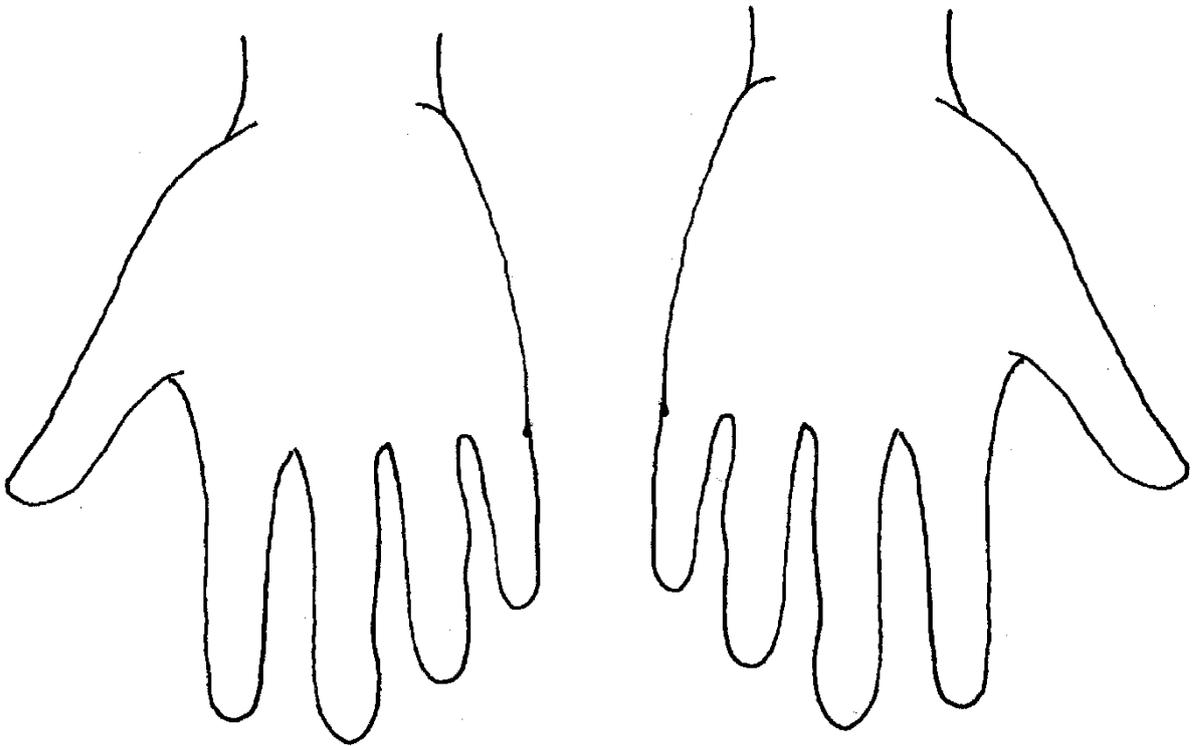
LEFT

Name of Child: _____ Date of observation: _____ of _____



R
BACK

L

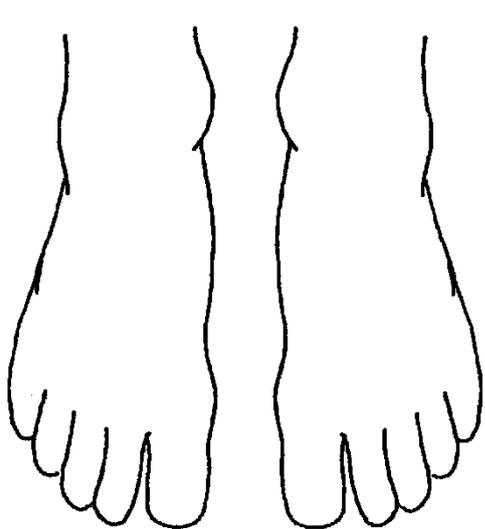


R
PALM

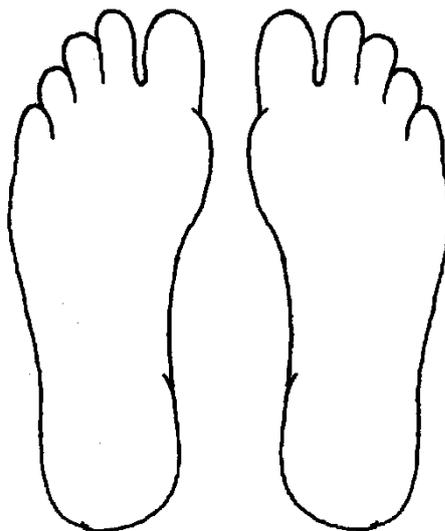
L

Name of Child: _____

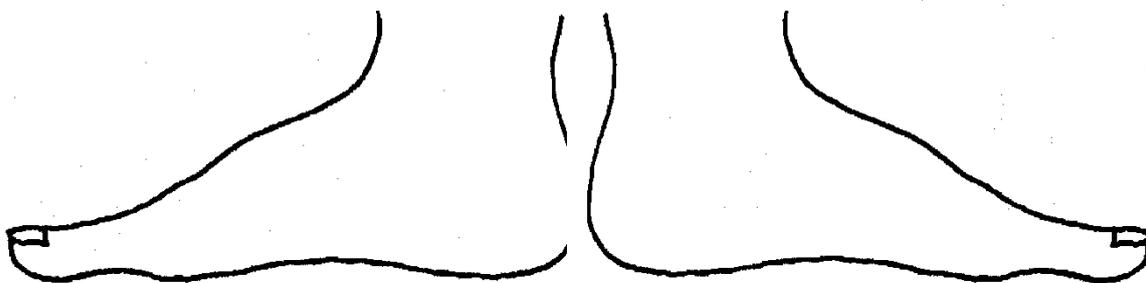
Date of observation: _____



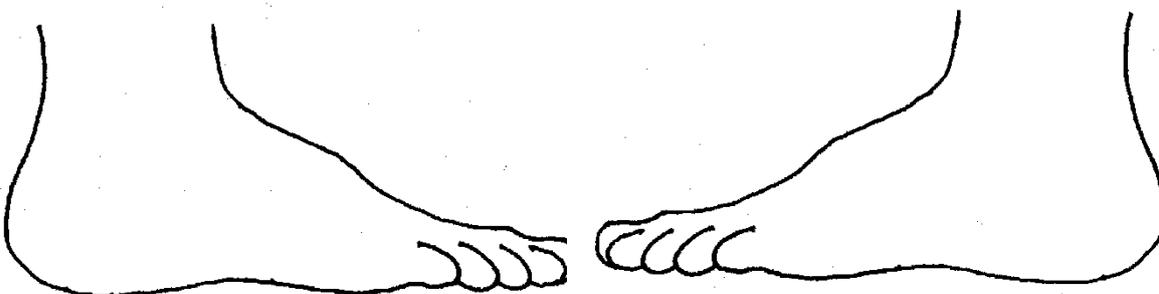
R TOP L



R BOTTOM L



R INNER L



R OUTER L

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

Vulnerable groups

Some children and young people may be particularly vulnerable to abuse and harm. This includes for example privately fostered children, children with a disability, children with communication needs. Certain forms of behaviour can also increase the vulnerability of a young person such as drug or alcohol misuse. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB/NCSB) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

Prevent Duty and Radicalisation

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

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

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

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

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

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

The counter-terrorism and security Act 2015 now imposes a duty on a wide range of bodies including all academies. As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE/Reflections curriculum, SEND support, assembly policy, our SMSC and anti-bullying work, our pastoral 'Form Time Learning' sessions and in our policies for use of the school premises by external agencies and our IT policy. If any staff or parent has any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team prevent@nottinghamshire.pnn.police.uk

Statutory guidance has been published and is available here:
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Child Sexual Exploitation (CSE)

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

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

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

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

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

Much of this work will be through our programmes of personal, social and health education (Form Time learning) or through our Sex and Relationship Education (SRE) work in Bright Days and Enrichment Sessions.

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

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

Self Harm

When a young person is perceived to be at risk from self-harm, the school will regard this risk in respect of 'Safeguarding' that young person and offer support and intervention.

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on staff to do so.

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action & being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

Protocol When a Disclosure Is Made / Concern Raised

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should report it to the designated person for safeguarding children using the disclosure form.

On receipt of the information, the designated person will decide on the appropriate course of action. This may include:

- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- Contacting parents / carers, unless there is an over-riding safeguarding concern that would necessitate a referral to the MASH
- Arranging medical assistance e.g. First Aider, School Nurse

In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times.

If a student has self-harmed in school first aid issues should be addressed as a priority.

Group Self-Harm

Schools are increasingly reporting incidences of group self-harm which generally consist of:

- A group of students self-harming together or individually and images being posted on social networking sites
- Usually cutting
- More common amongst some groups
- Injuries are usually flaunted rather than hidden

In other instances staff may observe self-harm trend with a range of pupils across different year groups participating in a specific form of self-harm. Group self-harm usually has entirely different motivations than individual self-harm and should be addressed primarily as a behavioural issue.

A zero tolerance policy may be implemented and following rules enforced:

- Injuries must be covered
- Long sleeves in PE if necessary
- Self-Harm on school premises is punishable in accordance with the school's behaviour policy
- Self-harm incidents should be responded to dispassionately and practically

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- Concerns raised
- Details of anyone else who has been informed
- Any action plan / CAF

All information will be stored in the student's child protection file.

Honour based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

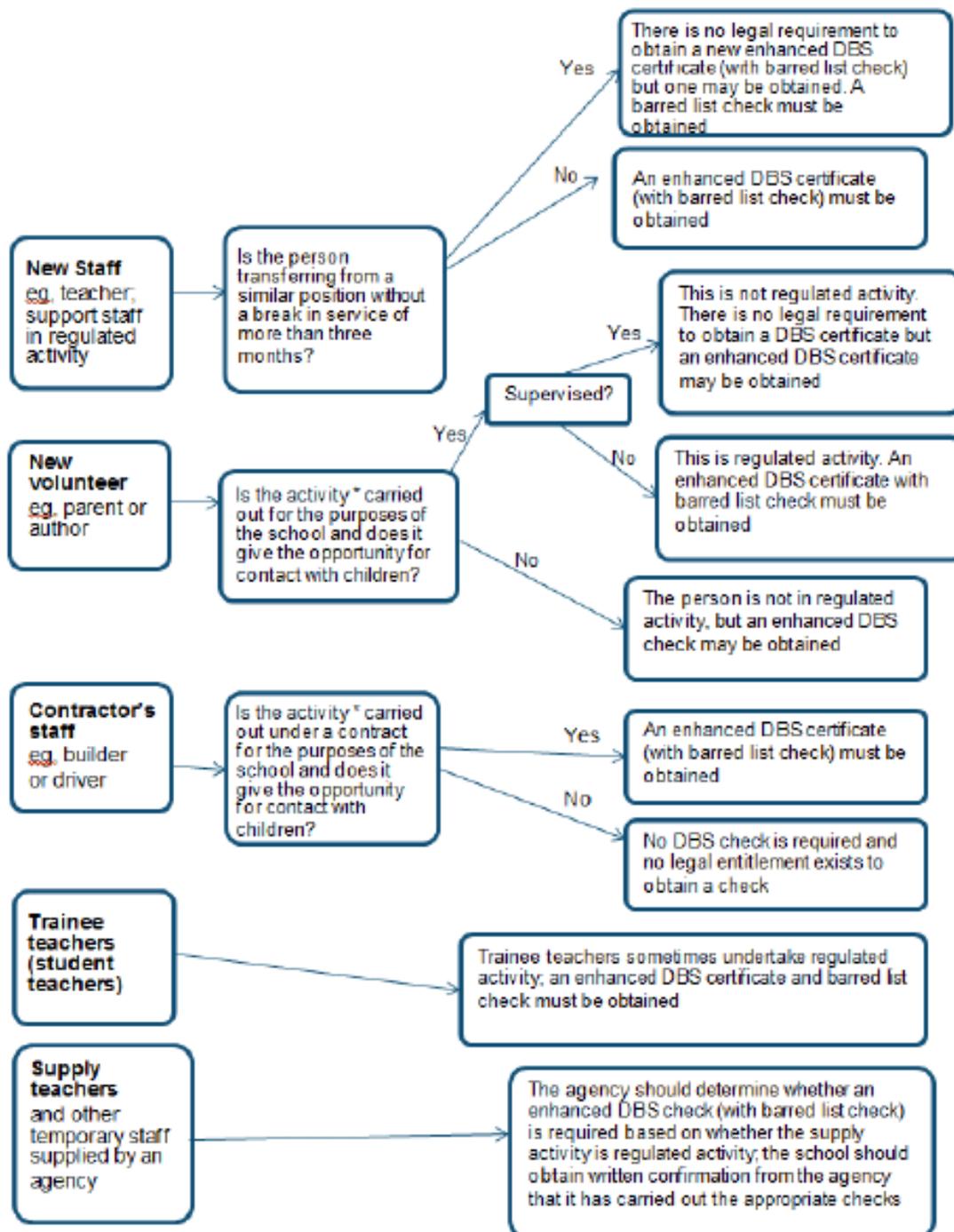
- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- FGM
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out frequently

Further guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited'
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- Female Genital Mutilation (FGM)
<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>
- Children who may have been trafficked
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Gang and Knife Crime DCSF – 00064-2010
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf
- Homophobic, Transphobic Bullying
<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>
- Guidance is also available on the NCSCB Website for Children with Looked After Status and Children Missing from Home and Care
- Private fostering arrangements - www.privatefostering.org.uk
- Sexting in Schools and Colleges
www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF
- Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section:
<http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>
- Guidelines on supporting children with continence issues -
<https://www.nice.org.uk/guidance/CG111/chapter/introduction>