



Safeguarding and Child Protection Policy

Autumn Term 2016

This policy was reviewed by: Julia Dickens Head of School – Kersall Drive Campus

The nominated Governors for Safeguarding are: Clair Taylor and Pete Cumberland

Policy Review Date Autumn 2017

This Policy complies with 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.

“Governing bodies should, in particular, have in place effective child protection policies and procedures that have regard to statutory guidance issued by the Secretary of State, any LA guidance and locally agreed interagency procedures.” Chapter 17, Guide to Law for Governors, May 2012

Copies of this policy may be accessed from the office upon request to the Office Manager. A hard copy of this policy is also available on the school website and on each staffroom’s noticeboard.

INTRODUCTION

Heathfield Primary and Nursery School is committed to the safeguarding of individuals under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989. It fully recognises the contribution it can make to protect children and support pupils in school. The aim of this policy is to safeguard and promote our pupils’ welfare, safety and health by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.
- fostering an honest, open, caring and supportive climate.

The pupils’ welfare is of paramount importance. We believe it is ‘Children First’.

There are four main elements to this policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils)
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns)
- **Support** (to pupils and school staff and to children who may have been abused)
- Take **action** to work with parents (to ensure appropriate communications and actions are undertaken)

This policy applies to **all** staff, governors and visitors to the school.

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school’s arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

In addition to this policy, a number of policies are linked including:

- Whistle Blowing policy
- Anti-Bullying policy
- Restraint policy
- Recruitment policy
- Health and Safety policy
- Behaviour Management policy
- Special Educational Needs policy
- E-safety policy
- Code of Conduct

SCHOOL COMMITMENT

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”

(Keeping Children Safe in Education 2016)

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. The Staff and Governors hope that children and parents/carers will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children’s worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will have in place arrangements including:

- ensuring that the school 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. **The named DSL at Heathfield Primary and Nursery School is Julia Dickens (Head of School – Kersall Drive Campus)**
- 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 (Keeping Children Safe in Education 2016) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check;
- school must keep a single central record of DBS checks and training undertaken (Keeping Children Safe in Education 2016). The record must cover the following people:
 - all staff (including supply staff) who work in the school, this means those providing education to children
 - all others who work in regular contact with children in the school, including volunteers
- 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 Under the Childcare Act 2006 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. **All staff read at least part one of Keeping Children Safe in Education 2016.** There is also 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;
- The school must 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

Framework

'Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- *safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and*
- *a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.'*

Working Together to Safeguard Children 2015

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the Local Authority who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed below. The Designated Person is always a senior member of the School Leadership Team.

The Designated Safeguarding Team (DST) are:

- (1) Julia Dickens, Head of School, Kersall Drive Campus (DSL)

- (2) Gareth Hicks, Head of School Scotland Road Campus (DSL Deputy/Designated LAC teacher)
- (3) Helen Fores/Hannah Roberts SENCo/Assistant Headteachers (DSL deputies)
- (4) Karen Papp Sarah Baker Learning Mentors (DSL deputies)

The supervision role is held by Mr. Gary Fullwood, Headteacher.

The safeguarding Governors are Clair Taylor and Pete Cumberland

The role of the Designated Senior Persons for Child Protection includes:

1. Referrals:

All staff must pass safeguarding concerns regarding a child/ren to the DSL or deputies who will assess all information available to the school about a child and refer to Children and Families Direct if appropriate and confirm this referral in writing by completing the Multi-Agency Referral form (MARF) for submission within 24 hours.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Keeping Children Safe in Education 2016

If staff have a concern about a specific child/ren they should log the concern on the school's safeguarding concern form which are available in each classroom, staffroom, office and TA base and report it to a member of the DST immediately.

All staff within this school, if dissatisfied with the response from the DST, have the right to refer a case to Children's Social Care tel: 0115 8764800 if they deem it appropriate.

2. Training:

The governors recognise that all staff and volunteers who work with pupils in school need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns. Heathfield Primary and Nursery School ensures staff are given mandatory induction, which includes familiarisation with child safeguarding policy, part 1 of Keeping Children Safe in Education, staff code of conduct, identify the designated leads in the school and their responsibilities and procedures to be followed.

The training, including multi-agency training, in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

- Whole staff 'Introduction to Safeguarding and Child Protection' – February 2015
- DSL update training - biannually

- DSL part 1 and 2 for new DSL deputies
 - Safer Recruitment training - Head Teacher, Mr. Gary Fullwood, School Business Manager Mel Adams and co-opted Governor Karen Papp are all trained and at least 1 of these staff members sit on each interview panel.
 - DSL termly networks in Nottingham City
 - Termly ADSL cluster meeting with local schools.
 - Termly safeguarding updates for staff sharing 'Hot topics from network meetings and recap of statutory guidance.
 - Train the Trainer training for Julia Dickens (DSL) to enable delivery of Basic and Introduction training to all new staff in a timely way.
- A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school
 - A training register is kept to indicate when staff and governors have been trained and this in turn informs the *annual* report to governors.

Timelines for training:

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement).
- Whole school training: To be refreshed **within every three years** as agreed with NCSCB
The above training is available through the Safeguarding in Education Service
safeguardingineducation@nottinghamcity.gov.uk
- Safer recruitment training:

All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children Safe in Education 2016. The link Governors for Safeguarding will carry out monitoring meetings with the DSL at least annually which will include a check of the SCR and discussions with members of staff to assess understanding of responsibilities.

3. Raising Awareness:

Heathfield Primary and Nursery School raise awareness with staff, children and parents by designing and delivering a varied curriculum delivered through PSHE, assemblies and embedded in topics. We aim to ensure:

- children know how to keep themselves safe

- the school's safeguarding and child protection policy is updated and reviewed annually, and work with the link Governors regarding this.
- that when children leave the establishment, their child protection file is copied for the new establishment as soon as possible, but transferred separately from the main pupil file through recorded delivery. The receiving school is also phoned to alert them of the sharing of information.
- the Office staff use SIMs to keep a record of all children for whom a confidential file is kept. Their SIMs file is marked with a tick.
- all visitors to school, students on work experience, and trainees are fully conversant with the policy and procedures, as well as who the Designated Safeguarding Lead and the members of the DST in their absence. Posters are displayed around school with pictures of the designated staff members.
- that item 1 on briefing agenda is 'Children First'. The DSL takes this opportunity to notify staff of any Safeguarding and Child Protection issues and cases as appropriate. Staff are also invited to contribute any concerns and requests for vigilance. These details are securely filed with other confidential details and logged to monitor the dates when a child has been raised as a concern on Children First. This log is also colour-coded noting what actions have been taken.

CONFIDENTIALITY

We recognise that all matters relating to child protection are confidential. The Executive Head teacher, Designated Safeguarding Lead or DSL Deputies will disclose any information about a child or young person to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- All staff must be aware that they cannot make a promise to a child to keep secrets
- Where safeguarding or child protection concerns are identified for a specific child, this information will be held in a Confidential Pupil Record in a securely locked cabinet.
- Staff will be made aware that a confidential file is open for a specific child by a tick on their SIMs file.
- Confidential files can be accessed on a need to know basis only
- The DSL is responsible for maintaining the records in the confidential files

'Where concerns arise as a result of information given by a child it is important to reassure the child but not to promise confidentiality.'

What to do if you're worried a child is being abused 2015

'Record in writing all concerns, discussion about the child, decisions made and the reason for those decisions.'

What to do if you're worried a child is being abused 2015

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including the social care departments) must always however have regard to both common and statute law.

The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and advice from the NCSCB should be sought if in doubt.

At Heathfield, temporary staff and volunteers are aware of the School's commitment to Safeguarding and Child Protection as well as understanding the principles of information sharing. This information is presented as a brief upon arrival to the school.

AUDIT AT A GLANCE

The DSL will take responsibility for maintaining a brief summary of the children in school who are subject to either FSW, CAF, Child Protection or Child In Need cases. This is regularly updated and kept with the confidential records. Governors are kept informed via an anonymised audit briefing at each FGB meeting.

Roles and Responsibilities:

The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy will be updated annually, and be available publicly either via the school website or by other means.
- designated staff review policy when the NCSCB 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.
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, 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.

- a visitor's policy is in place that puts the safeguarding of pupils at the centre and is applied to all visitors irrespective of their status.
 - All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
 - Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
 - At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
 - All visitors will be asked to complete their details on the electronic entry system, collecting their name, organisation, who they are visiting and car registration.
 - All visitors will be required to wear an identification badge with their picture on – the badge must remain visible throughout their visit.
 - Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the schools central record. They must then follow the procedures above e.g. sign into the visitors book and enter the premises via reception).

GOVERNING BODY

The governing body has 2 trained link governors for child safeguarding: Pete Cumberland and Clair Taylor who attend training or updates at least every three years and will also receive the regular safeguarding updates through meetings with the DSL, email updates or briefings at the Full Governing Body meeting.

These link Governors are also responsible for Looked after Children and will liaise with the DSL or Designated Teacher for LAC pupils (Gareth Hicks – Head of School Scotland Road).

Other responsibilities include Governors ensuring:

- The Chair of the governing body, Phil Heywood, 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 Headteacher.
- the school has a child safeguarding policy, single central record, code of conduct 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.
- that our school 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).
- a member of the Senior Leadership Team is appointed to the role of designated safeguarding lead. This individual is Julia Dickens – Head of School Kersall Drive

- the school keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- There is an adequacy of resources committed to child safeguarding, and the staff and governor training profile
- they recognise that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- that the child safeguarding policy is available to parents and children on request
- this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school
- There is an effective child protection policy in place together with a staff behavior policy which should include amongst other things staff/pupil relationships and use of social media.

The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- Read Part 1 of Keeping Children Safe in Education
- 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. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the NCSCB webpage
- 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 including whole staff training every 3 years.
- 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) available on staffroom boards.

Prevention in the Curriculum

Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and through sex and relationship education (SRE).

(Keeping Children Safe in Education 2016)

This school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. The Heathfield Pledge and acrostic and school rules act as reminders for the children.

The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- safely explore their own and others' attitudes
- recognise and manage risks in different situations and how to behave responsibly
- 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 develop effective ways of resisting pressure;
 - including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure.
- How to keep safe on-line
- The risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation.
- Information from the NSPCC is a useful resource for teachers.

PROCEDURE FOR MONITORING AND RECORD KEEPING

'Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need'

Working Together to Safeguard Children 2015

Reporting concerns to the designated leads

Any concern should be discussed in the first instance with *the DSL or one of the DSL deputies* 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 – using the concern forms located around school

At Heathfield, all staff contribute to effective record keeping. Records are kept securely in locked drawers/cabinets. Concern forms are stored in confidential files, a log is used to record information from phone calls or incidental information and reviews in preparation for multi-agency meetings are written and shared as appropriate.

What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behaviour
- Statements, comments, stories, drawings
- General demeanor and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present

When is recording needed?

When there is a concern over:

- marks on a child’s body
- unusual, significant changes in behaviour

- mood changes
- puzzling statements or stories from a child
- information from others
- If requested by another agency, for example, following an Initial Child Protection Conference

A simple proforma is used for recording concerns. The member of staff who raises the concern completes the form and hands it to the DSL who will then hold a professional dialogue with that member of staff to determine what action is necessary and by whom. This action and any subsequent responses are also recorded on the same record form.

Who should record?

- All school staff
- Local Authority staff in regular contact with the child, such as Education Welfare Officer, Behaviour Support Worker, Education Psychologist (in line with their own Practice Guidance).
- Volunteers via a school staff member

Outside agencies such as Social Care etc will also trigger the above professionals keeping such records. Any records, both formal and informal, are kept securely. The DSL is the conduit for information to other agencies as requested and as appropriate. The DSL ultimately makes the decisions re: information sharing.

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included.
- If it is observation of bruising or an injury record detail, e.g. "right arm above elbow" and by marking the body map on the concern form. Do not take photographs.
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the designated safeguarding lead who may ask you to write a referral.

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.
- We recognise that this school 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 school will support all pupils by: discussing child protection cases with due regard to safeguarding the pupil and their family; supporting individuals who are, or are thought to be, in need or at risk in line with NCSCB procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through the school or by signposting to other local services, as set out in Nottingham City's Family Support Strategy. Where a child is receiving early help support we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of this impact we will consider other alternatives, which may include seeking specialist support.

Confidentiality

- The personal information about all pupils' families is regarded by those who work in this school 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 Headteacher 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, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to contact the FSW or to make referrals to Children and Families Direct.
- 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. Alternatively they could ring the Consultation Line in Children's Duty to discuss this case. The number for this is **07711189544**
- The child's views will be considered in deciding whether to inform the family, particularly where the child is sufficiently mature to make informed judgments about the issues, and about consenting to that.

- Where appropriate the teacher or staff member most familiar to the parent/carer will have the conversation regarding the concern. It is sometimes best it comes from them rather than a direct challenge from the Designated Safeguarding Lead.

“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 school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Schools can play a vital role in helping abused children and those who are suspected of being abused, by the effective monitoring and recording of certain aspects of the child's progress and behaviour. This is particularly important when there has been no direct disclosure of abuse, or when a child has communication difficulties or is too young to give much information. Monitoring is particularly valuable because teachers etc. are in daily contact with children and are used to monitoring them. They are uniquely placed to observe the behaviour of large numbers of children and likely to know what is 'normal' or 'usual' for a particular child. Concern forms are kept in all rooms and should be used to record incidents or concerns and then given directly to the DSL.

The school will retain this original record in secure storage for up to twenty two years or until the individual reaches the age of twenty five.

ENSURING SUITABLE STAFF WORK WITH CHILDREN

This school operates vetting and safe recruitment practices, in line with Keeping Children Safe in Education 2016.

Heathfield Primary and Nursery School maintains a Single Central Record, for all permanent and agency staff, volunteers (including the School Governors) and staff from 'bought in' services (e.g. catering, cleaning services). The School Business Manager takes a lead role with this record, which is monitored by the Head Teacher and audited termly by the Governing Body.

The details held, are constantly being updated, to ensure both DfE and OFSTED requirements are met in full.

All staff are aware of the School's Whistle Blowing Policy as well as being fully aware of what is inappropriate contact outside of school.

ALLEGATIONS AGAINST PROFESSIONAL CARERS

Importantly all adults working with children at Heathfield Primary and Nursery School are considered to be in a position of trust, as a consequence of their knowledge, position and/or the authority invested in their role, and this equally applies to adults who act in a voluntary capacity.

All staff who have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity must inform the Head Teacher, if the concerns relate to the head teacher then they must be passed to the Chair of Governors.

If staff are not satisfied with the way that the Head Teacher or Chair of Governors have dealt with the allegation they can refer the matter to the Local Authority Designated Officer (DO) based within the Nottingham City Safeguarding Children Board (contact details at the end of the policy)

In the event of an allegation about the behaviour of a teacher or other professional carers this school will contact the personnel department/DO and follow Local Safeguarding Children Board Procedures, which are compliant with the requirements of Working Together to Safeguard Children, 2015.

The Designated Officer (previously known as the LADO) 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 Headteacher or the Principal of the school. Where the allegation relates to the Headteacher or Principal 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 fulfill 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.

Allegations against the Headteacher

Where an allegation is made against the Headteacher, Principal or equivalent, the Chair of the Governing Body, or equivalent, must be informed as well as the Designated Officer (DO) **0115 8762302**.

VULNERABLE CHILD/CHILD AT RISK

Domestic Abuse

‘The cross-government definition of domestic violence and abuse is:

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

- psychological
- physical
- sexual
- financial
- emotional’

Domestic Violence and Abuse (Gov.uk) 2013

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Adults who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

Looked After Children

Supporting children in care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together. To ensure we have a coordinated approach to meeting the needs of children in care who attend our school we have a designated teacher, Gareth Hicks who liaises with Social Care, other agencies and the

virtual head producing PEP plans and attending LAC reviews. EducationProgress Graant is also applied for to ensure the most support possible is available for any LAC children in school. The designated teacher attends training and networks to remain up to date with local and national policies.

Children and young people who sexually abuse

- Abuse is not just an adult domain, children can pose a threat either physical or sexual to other children.
- If sexualised behaviour is identified, complete the risk assessment available on the LSCB website on the intranet or seek further advice, if activities observed are not age appropriate.
- This behaviour can be managed in school and needs to be approached on a whole school/organisation, classroom, curriculum and individual level.

Sexual exploitation of Children

- Children involved in prostitution and other forms of commercial sexual exploitation are victims of abuse and should be treated as such.
- Their needs will need careful assessment as this problem is hidden from view

Peer on Peer Abuse

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (Keeping Children Safe In Education, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

At Heathfield we have an Anti-Bullying Policy that outlines procedures and practice. All staff take a lead role with its implementation; bullies and bullying are not tolerated at this school – and incidents are swiftly dealt with by Senior Staff.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside

of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Female Genital Mutilation (FGM)

- It is estimated that up to 24,000 girls under the age of 15 are at risk of FGM in the UK
- It is essential that all staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM
- Signs that may indicate a child has undergone FGM could include:
 - Prolonged absence from school and other activities
 - Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
 - Finding it difficult to sit still, and looking uncomfortable
 - Mentioning something somebody did to them that they are not allowed to talk about
 - Secretive behaviour, including isolating themselves from the group
 - Reluctance to take part in physical activity
 - 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

It is essential that action is taken straight away if it is suspected a pupil is at risk or has undergone FGM

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 may 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.

Children who Self-harm

Staff should always be mindful of the underlying factors which may lead a child or young person of any age to self-harm. This is particularly the case for children of primary school age as self-harm in this age group is uncommon. Where information comes to the attention of practitioners which suggests that a primary age child has self-harmed serious consideration must be given to whether there are other underlying factors, including abuse. All such cases should be discussed with children's social care.

Even in those unusual cases where a primary age child is thought to have self-harmed it is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

Children with continence issues

Having control over continence is a developmental skill, and like other skills, children will attain it at different ages. Bedwetting (also known as nocturnal enuresis) is common and very few children will wet the bed on purpose. Bedwetting and daytime continence issues can have a significant impact on a child's behaviour and wellbeing. It can also be stressful for the parents or carers.

When supporting the child and their family, the emphasis must be on normalisation, no blame, no shame and strictly no punishments. Children should not be held responsible for their continence issues - rewards for dry nights are therefore unhelpful. NICE guidelines make it clear that maltreatment should be considered if a child is consistently reported to be deliberately wetting themselves, or the parents or carers are repeatedly punishing the child for their continence issues despite professional advice that it is involuntary.

PREVENTATIVE WORK: EDUCATING CHILDREN ABOUT ISSUES

'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 to Safeguard Children 2015

Preventing Radicalisation - PREVENT Duty

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Counter-Terrorism and Security Act 2015, this has simply been expressed as the need to "prevent people from being drawn into terrorism". Section 26 places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". This guidance is issued under section 29 of the Act where it states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.

The DSL, following training from Nottingham City LA, will ensure all staff and volunteers are aware of the Prevent Duty and are equipped to identify and work with children at risk of being drawn into terrorism.

As part of developing a healthy, safer lifestyle, pupils at Heathfield are taught:

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable

- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure
- that children should feel valued, respected and able to discuss any concerns they have.

Heathfield Primary and Nursery School will endeavor to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation
- The school ethos, which promotes a positive, supportive and secure environment, and which gives all pupils and adults a sense of being respected and valued
- The implementation of school behaviour management policies
- A consistent approach, which recognises, and separates, the cause of behaviours displayed by the child. This is vital to ensure that all children are supported within the school setting
- Regular liaison with other professionals and agencies who support the pupils and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so
- The development and support of a responsible and knowledgeable staff trained to respond appropriately in child protection situations
- Carrying out DARE (drug abuse resistance education) with Year 5 and GREAT (Good Relationships are Equal And Trusting) project with Year 6

Serious Case Reviews and the impact on practice in school

In response to the findings of the *Somerset Serious Case Review* the following were reinforced to staff through a briefing meeting and memorandum in October 2012.

- Personal cameras and phones are not to be used for storing photographs of the children. In addition, personal laptops should also not contain these images.
- Doors with glass panels must not be covered up. Blinds must be kept open to support visibility of all rooms.
- Staff must consider their vulnerability when managing children alone. Ensure other staff members know where you are.

In response to the findings of the *Coventry Daniel Pelka Serious Case Review* the following changes have been made:

- Monthly, 2 hour meeting will be carried out between the ExHT, DSL, DSL deputies, Family Support Worker, Learning Mentor, SENCo. This meeting will discuss all current vulnerable children and families.
- The DSL and School Business Manager will ensure that school records are checked
- The DSL will ensure all information is passed to children's social care when the school is contacted in relation to a child or family assessment and this information is sent in the post via recorded delivery or via encrypted email.

- Within the context of existing procedures, the views and feelings of all children will always be ascertained and where English is an additional language, particularly for very young children, using the translation service if necessary.
- All staff will ensure contact and or meetings with parents are kept in written logs, including any follow up work needed as a result or if the meeting is rearranged.
- All staff will ensure that any contact with external agencies is logged and letters of concern are sent directly to the appropriate professional and not via the parent

Useful Contacts:

The LA Child Protection contacts:

Name	Role	Contact Details
Steve Feaver	Managing allegations in all settings (LADO)	0115 8764727 stephen.feaver@nottinghamcity.gov.uk
Karen Shead	Supporting childcare (0-19) settings in relation to safeguarding & allegations	0115 8764725 karen.shead@nottinghamcity.gov.uk
Jasmin Howell	Supporting schools and education settings in relation to safeguarding & allegations	0115 8764726 jasmin.howell@nottinghamcity.gov.uk
Anne Partington	Responsibility for the quality assurance of the process	0115 8764722 anne.partington@nottinghamcity.gov.uk

Nottingham City Children Social Care: 0115 8764800

Secure email contact for sharing information candf.direct@nottingham.gcsx.gov.uk

All emails containing sensitive/confidential information should go through to this address for the attention of the named professional linked to the case.