



Safeguarding and Child Protection Policy

2020-21

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 2021

This Policy complies with current legislation, accepted best practice and with the government guidance:

[Working Together to Safeguard Children](#) July 2018

[Keeping Children Safe in Education](#) September 2020

[Covid19: Safeguarding in schools, colleges and other providers](#) May 2020

Copies of this policy may be accessed from the office upon request to the Office Manager. This policy is also available on the school website, via [MyConcern](#) and on each staffroom noticeboard.

Part One: Safeguarding Information for all staff at Heathfield

1.1 INTRODUCTION

Heathfield Primary and Nursery School is committed to the safeguarding of individuals under section 175 of the Education Act 2002 and where appropriate under the Children Act 1989.

We fully recognise that our staff are an important part of the wider safeguarding system to protect the welfare of the children and support them in school. The safety and protection of all pupils is of paramount importance to us.

The aim of this policy is to explain how Heathfield safeguards against issues pertinent to our context and promotes pupils' welfare and learning by:

- creating and maintaining a safe learning environment for all children
- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes
- fostering an honest, open, caring and supportive climate for all stakeholders

This policy applies to ALL staff, governors, volunteers and visitors to the school.

1.2 THE SCHOOL COMMITMENT

"Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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 2020 pg8)

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.

There are a number of arrangements in place to ensure that Safeguarding at Heathfield is 'highly effective' (Ofsted Dec 2016):

- A senior member of staff has responsibility for the school's safeguarding arrangements: **Julia Dickens** (Head of School, Kersall Drive) is the **Designated Safeguarding Lead**.
- A team of seven DSL deputies work closely with the DSL across both campuses and with other services such as children's social care.

DSL – Julia Dickens	Head of School - Kersall Drive
DSL deputy – Leah Dyer	Safeguarding Officer – both sites
DSL deputy – Gareth Hicks	Head of School - Scotland Road
DSL deputy – Luke Padley	Assistant Headteacher – Scotland Road
DSL deputy – Liam Battison	Assistant Headteacher – Kersall Drive
DSL deputy – Karen Papp	Learning Mentor - Scotland Road
DSL deputy – Amy Parmiter	Learning Mentor – Kersall Drive
DSL deputy – Sarah Baker	Learning Mentor – Kersall Drive

- The DSL and deputies provide support for staff to carry out their safeguarding duties.
- Any member of staff who has a concern about a child should follow the school's referral process (as detailed in section 1.4)

- A Single Central Record of DBS checks and training accessed is kept up to date by the School Office Manager and School Business Manager.
- There is a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children.
- **All staff** are given mandatory induction of the systems in school which support safeguarding. This induction includes familiarisation of:
 - The Safeguarding and Child Protection policy
 - The Behaviour policy
 - The staff Code of Conduct
 - School processes for managing children who go missing from education
 - The role of the DSL (including the identities of the DSL team)
- **All staff read at least part one of Keeping Children Safe in Education and Annex A which explains the meanings of each category of concern.**

1.3 ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children at Heathfield have a responsibility to provide a safe environment in which children can learn and to safeguard and promote the welfare of children.

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

- read Part 1 and Annex A of the latest Keeping Children Safe in Education annually or on induction
- Understand and adhere to this Safeguarding and Child Protection policy in their practice
- be alert to signs and symptoms of harm and abuse
- recognise that abuse and neglect can happen in any setting and maintain an attitude of “It could happen here”. Part 3 of this policy gives more detail to the nature of some concerns received at Heathfield
- have collective responsibility, or duty of care, to respond appropriately, proportionately and helpfully to safeguarding concerns and disclosures following procedures within this policy
- be sensitive to signs that may indicate possible safeguarding concerns
- be aware that to safeguard children, they need to share information with the DSL in a timely manner and with other agencies if required
- know how to record concerns and what additional information may be required
- undergo regular child safeguarding training through annual updates, online Educare modules and full training at least every three years
- know how to manage the requirement to maintain an appropriate level of confidentiality
- familiarise themselves with Working Together to Safeguard Children 2018 and What to do if you’re worried that a child is being abused; advice for practitioners guidance 2015 (both available on Sharepoint or staffroom noticeboard)
- be aware of the referral process to children’s social care and support social workers and other agencies following a referral
- identify concerns early and are aware of the local early help process
- have awareness of contextual safeguarding for our children and the communities they live in
- not assume that a colleague or another professional will take action and share information that might be critical in keeping children safe

The **Designated Safeguarding Lead’s role is to:**

- **Manage referrals**
- **Work with others** including local safeguarding partners
- Undergo and deliver **training**
- **Raise awareness** of policies, training and the issues which our children may present with in school which can negatively impact on outcomes (ACEs)
- **Maintain record keeping** for Child Protection and secure file transfers between schools
- **Be available** at all times during school hours and via email, phone and MyConcern at other times

The Designated Safeguarding Lead ensures that:


- Children First and DSL messages are item 1 on the weekly briefing 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
- 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
- any concerns are taken seriously and will be acted upon even if the decision is for 'no action'
- all records are kept up to date and are stored securely
- the DSL or deputies from either campus may be contacted with any queries or concerns about children or families
- they liaise with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Groups) and work with other agencies in line with Working Together to Safeguard Children
- All DSL deputies undergo training at least every two years with the DSL attending termly update training from the Local Authority and weekly bulletins from Andrew Hall – Safeguarding In Schools
- Follow up with early help signposting
- They are part of the Governor Safeguarding Committee

Other key staff responsibilities are detailed in **Part 2** of this policy.

1.4 REPORTING A CONCERN

“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 2018)*

Early identification is key at Heathfield and all staff are encouraged to identify any child who may benefit from early help, putting measures in place to prevent concerns from escalating. Our team of Safeguarding Officer and Learning Mentors support identified children with a variety of pastoral needs and also work closely with their families. In addition, we signpost families to our Family Support Worker, Carly Simcock, who works for Heathfield two days a week.

 If staff have a concern about a specific child they log factual details in writing on the school's MyConcern platform or via a safeguarding concern form which are available in each classroom, staffroom and office and report it to a DSL immediately. Good communication between members of staff and the DSLs is essential.

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.

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
- do NOT ask 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 you will have to tell the DSL 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”

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.

What should be recorded?

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Any doubts should be discussed with the DSL or deputy. MyConcern enables clear recording and chronology of the following:

- patterns of attendance, persistent lateness
- changes in mood
- changes in classroom functioning
- relationships (with peers, adults)
- behaviour
- statements, comments, stories, drawings
- general demeanour and appearance
- parental interest and comments
- home/family changes
- medicals
- response to PE/sport
- injuries/marks, past and present
- children missing from education
- potential for forced marriage or female genital mutilation



listen



respond



record



report

When is recording needed?

All records build a picture of the child which may be essential when making a referral to social care.

- 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 DSL who may ask you to support the information needed for a referral

The DSL (or deputy) is alerted to new concerns via an email notification from MyConcern. The DSL will then make a decision about the best course of action. This action and any subsequent responses form the chronology on the pupil’s confidential record.

Who should record?

- All school staff
- Volunteers via a school staff member

- 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).
- 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 about information sharing.

The child's wishes

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

1.5 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 raise concerns appropriately. 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 or other agencies on a need to know basis only.

Where safeguarding or child protection concerns are identified for a specific child, this information will be held in a confidential file in a securely locked cabinet and on MyConcern. These files are only accessed by DSLs.

Adverse Childhood Experiences (ACEs)

Adverse childhood experiences' (ACEs) is the term used to describe highly stressful, and potentially traumatic events or situations that occur during childhood or adolescence. It can be single event, or prolonged threats to, and breaches of, the child's safety, security, trust or bodily integrity. What a child experiences is fundamental to their mental health and emotional wellbeing in childhood, adolescence and adulthood.

To enable staff to have an understanding of the confidential safeguarding profile of their class Heathfield is introducing an ACEs register. This document informs staff of historic and current ACEs which provide relevant context for each child in their class. The register consists of a class list and numbered ACEs so does not go into any specific confidential detail. It enables staff to understand the number of ACEs a child presents with which in turn can underpin their ability to support the children better in class.

The following categories of ACEs have been identified as key factors for Heathfield pupils:

- 1. Abuse**
- 2. Housing**
- 3. Parent and Carer concerns**
- 4. Domestic Abuse**
- 5. Separation/bereavement**
- 6. Looked After Child**
- 7. Child Protection/Child in Need**
- 8. Attendance**

National and International research shows that four or more ACEs increases a child's risk of health conditions such as: lung, liver or heart disease by at least 3 times compared to children

with no ACEs; increases risk of developing depression; increases risk of suicide; increases risk of underage sex or teenage pregnancy; increases risk of becoming addicted to drugs or alcohol later in life. It is through our work as a team we can try to minimise the impact the ACEs have on our children.

1.6 STATUTORY ASSESSMENTS

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Children requiring mental health support

Schools have an important role to play in supporting then mental health and wellbeing of pupils. Mental Health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governors should ensure they have clear systems in place for identifying possible mental health problems including routes to escalate. Heathfield uses a range of advice to help identify children in need of extra mental health support which includes working with external agencies such as CASY counselling service and our own trained Mental Health First Aiders.

1.7 THE CURRICULUM

Heathfield's governing body considers 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), Computing, relationship and sex education (RSE), Health Education, assemblies and in topic work.

The following areas are addressed:

- Bullying including cyber bullying
- E-Safety
- Road, fire and water Safety
- Inter-personal relationships and domestic violence
- Child sexual exploitation (CSE) online and offline
- Honour based violence and forced marriage
- Female genital mutilation
- Radicalisation and extremism

Information from the NSPCC is a useful resource for teachers. Relevant documents and teaching materials are saved on Sharepoint for all staff to access. Upper KS2 children may access programmes such as D.A.R.E (Drug Abuse Resistance Education) and GREAT (Good Relationships are Equal and Trusting) projects to support this further.

In collaboration with the School Council the DSL has created a child friendly version of this policy which explains how we keep children safe at school. A copy is given to every child at the start of the year and available on the school website (see appendix C)

All activities in school which may pose a risk to children are risk assessed. These risk assessments are working documents which are reviewed regularly to account for individual children's needs and any changes to staff and resources.

A child friendly guide for this Safeguarding and Child Protection policy has been devised with the School Council members to share the important themes with the children. Copies are given to every child at the start of the year and are available in class and on Sharepoint.

Online Safety

As schools increasing work online following the Covid-19 closures, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, appropriate filters and monitoring systems are in place and Governors should ensure that children are taught about online safety although they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Staff should understand the unique risks associated with online safety and be confident that the school has the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. Schools IT works closely with the school to support us with this. More information is available in Annex C in KCSIE and the E-Safety policy.

1.8 WORKING WITH PARENTS/CARERS

Parents and carers play an important role in protecting their children from harm. The school aims to help parents understand that the adults in school, like all others, have a duty to safeguard and promote the welfare of all pupils. Where reasonably possible, all children should have more than one emergency contact number in case of emergencies or any welfare concerns in the home.

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.

When dealing with a concern, 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 DSL.

The school may need to discuss concerns about a pupil with the family and, where appropriate, seek their agreement to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

1.9 WHISTLEBLOWING

If staff have safeguarding concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity they must inform the Executive Headteacher, if the concerns relate to the head teacher then they must be passed to the Chair of Governors. All staff should be aware of the School's Whistle Blowing Policy as well as being fully aware of what is inappropriate contact with children and families outside of school.

What the law says (taken from NSPCC)

If you disclose information about wrongdoing the law protects you from being treated unfairly or losing your job. A disclosure qualifies for protection if you are a worker and you disclose something about an organisation. A disclosure must be about something that affects the general public such as:

- a legal obligation has been breached
- a criminal offence has been committed, is being committed or is likely to be committed
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

This is set out in the Public Interest Disclosure Act 1998. The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in school. If you have any concerns about a child in your workplace you should raise this with the DSL in the first instance.



You should call the Whistleblowing Advice Line if:

help@nspcc.org.uk

- school has not got clear safeguarding procedures to follow
- you think your concern won't be dealt with properly or may be covered-up
- you have raised a concern but it hasn't been acted upon (being aware that the DSL may not share information deemed explicitly confidential)
- you are worried about being treated unfairly.

Part 2: The Management of Safeguarding at Heathfield

2.1 ROLES AND RESPONSIBILITIES

There are key people in school who carry specific responsibilities in the delivery of this policy and in the handling of any safeguarding or child protection concern

The **Governors** will ensure that:

- they comply with their duties under legislation and in regard to Keeping Children Safe in Education 2020
- they appoint a Senior member of staff to be the Designated Safeguarding Lead
- the Chair of the governing body, Phil Haywood, 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 Executive Headteacher.
- the school has an effective child safeguarding policy, single central record, staff code of conduct, behaviour policy and procedures in place, in order for appropriate action to be taken
- the school has procedures for dealing with allegations against staff and volunteers
- there is 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 that complies with the Nottingham City safeguarding partners
- 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
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- 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.
- they "make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school" (*Education Act 2002*)
- the safeguarding arrangements at Heathfield are monitored termly by the designated link governors
- an annual report is presented to the full governing body regarding the effectiveness of provision
- they are up to date with the context of Heathfield with regards to casework of the children attending the school
- they receive safeguarding training at least every three years and update training annually
- there is adequate supervision in place to enable quality assurance of the actions taken in school
- they liaise with the Designated Teacher for Looked After Children (Gareth Hicks – Head of School Scotland Road) and DSL with regards to the provision and support offered to any LAC on roll.
- They are aware of the obligations and duties which are placed on the school in regards to the Data Protection Act 2018 and GDPR.

The Executive 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 and be updated when Nottingham City Safeguarding Partners update their policies and procedures
- Designated leads' roles should always be explicitly defined in job descriptions
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities effectively 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 an enhanced 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.
- child safeguarding training is undertaken regularly, in line with guidance from NCSCB.
- A visitor and volunteer policy is in place that puts the safeguarding of pupils at the centre and is applied to all visitors irrespective of their status. (see appendix A)
- safe recruitment practices are in place for individuals whom the organisation will permit to work regularly with children (Keeping Children Safe in Education) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check
- a section 128 check under the Education and Skills Act 2008 is carried out as a person prohibited under section 128 is disqualified from holding or continuing to hold office as a governor of a maintained school.
- 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.

The **Designated Safeguarding Lead and Deputies** are expected to ensure:

- all staff and visitors are informed who the DSL and deputies are: posters are displayed around school with photos of the staff to go to should they have a concern and a leaflet is provided to visitors on signing in at school
- all pupils are supported by:
 - discussing child protection cases with due regard to safeguarding the pupil and their family;
 - ensuring Early Help procedures are in place such as drop-ins session with the FSW, learning mentor referral forms and regular informal discussions with key families
 - monitoring early help strategies to make sure they are having the required impact
 - 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
 - signposting to other local services or specialist support, as set out in Nottingham City's Family Support Strategy
- comprehensive records are maintained, which should be used to inform a review of the support and level of concern child's circumstances whenever new information arises
- actions are clarified with Children and Families Direct (**0115 8764800**) if there are any doubts or questions regarding a concern or referral. Alternatively DSLs can ring the Consultation Line in Children's Duty to discuss this case (**07711189544**)
- referrals are made to children's Social Care via the agreed MARF (multi agency referral form) within 24 hours of the concern being discussed with a duty social worker at Children and Families Direct in the first instance

- any referral is followed up promptly if there has been no response within the recommended timeframe. (KCSIE 2020 states social workers should acknowledge receipt of a referral within one working day and make a decision about the next steps, informing the referrer of this)
- children's social care can access school to conduct a Section 17 or Section 47 assessment and support this assessment by sharing relevant information
- half-termly Safeguarding Reviews are held with the Executive Headteacher, safeguarding officer, DSLs and the FSW to discuss hot topics and families who are either part of a social care plan or are being supported by the pastoral team at school. Updates are given on specific cases allowing all members of the team to professionally challenge decisions and quality assure actions taken
- they support any staff who attend strategy meetings, looked after reviews and/or case conferences
- if there are any concerns about a child's attendance that this is followed up by the attendance lead and the Education Welfare Officer is contacted
- where a pupil is subject to a child protection plan and is absent from school for two days without explanation, their social worker is contacted
- when children leave school, their child protection file is either transferred securely via MyConcern or copied for the new establishment and transferred separately from the main pupil file through hand delivery by the DSL or Recorded Delivery. The receiving school is also phoned to alert them of the sharing of information. This should take place within 5 working days of notification from the new school
- when a child transfers to Heathfield, a phone call will be made to their previous school (where possible) to ascertain any details of confidential files or support the family may require and the relevant staff in school will be informed accordingly.
- they keep up to date with current [legislation](#) and [local policies](#)
- all staff are encouraged to 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
- school is compliant with the requirements of the [NCSCB](#) which includes engaging in the multi-agency process and engagement in the Serious Case Review process
- an annual safeguarding self-evaluation is completed as required by the Nottingham City safeguarding partners
- staff undergo safeguarding training at induction and then are updated regularly through briefings, bulletins and mid-year updates
- DSLs access regular national and local updates via local networks and Andrew Hall emails.

More detail on the role of DSL can be found in Annex B of KCSIE 2020 (page 97)

Detail of the **role of the Local Authority** can be found on page 14 of KCSIE 2020 (para. 50-53)

2.2 INFORMATION SHARING

The General Data Protection Regulation (GDPR) or Data protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Information can be **shared legally without consent** if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.

Heathfield's Data Protection Officer is **Melloney Adams, School Business Manager**.

When sharing information staff should consider how much information is needed to be released. Staff should consider if the request for information is specific, relevant and necessary.

2.4 CONTEXTUAL SAFEGUARDING

Contextual safeguarding recognises that the different relationships that young people form in their neighbourhoods, schools and online can make them vulnerable to abuse in a range of social contexts and can feature violence and abuse. As children get older and more independent, parents/carers may find they have little influence over these contexts. The curriculum we offer at Heathfield is aimed at equipping children for their next step in life.

The DSL will take responsibility for maintaining a Safeguarding Audit report which is a brief summary of the children in school who are subject to either Targeted Family Support, Priority Family, Child in Need or Child Protection cases. This Audit forms the agenda for regular Safeguarding Reviews and an anonymised version is shared with Governors at each FGB.

The Audit together with the report feature on MyConcern allows the DSLs to look at trends and categories of concern which then inform specific future training and development needs for the staff in school to ensure they understand some of the barriers our children face each day within the home environment and local community.

This contextual safeguarding overview allows the DSL team to consider the effects of social settings on the children and to assess what support can be offered to staff, children or families through information briefings, resources, signposting to early help and interventions in school. This includes work with our safeguarding partners where appropriate.

Our Safeguarding Reviews ensure that there is professional challenge and quality assurance so that children received the right help at the right time to address risks and prevent issues from escalating.

2.5 SAFER RECRUITMENT

This school operates vetting and safe recruitment practices, in line with Keeping Children Safe in Education 2020.

Heathfield Primary and Nursery School understands it is our responsibility to ensure that all staff we employ have had the appropriate checks. A Single Central Record is maintained for all permanent and agency staff, volunteers (including the School Governors) and staff from 'bought in' services (e.g. catering, cleaning services). The Office Managers take a lead role with this record, which is monitored by the Executive Headteacher and audited periodically by the link Governors.

The details held are constantly being updated to ensure that DfE, School Staffing (England) Regulations (2009) and Ofsted requirements are met in full for Heathfield as a maintained school.

Senior Leaders and named Governors hold Safer Recruitment training certificates and ensure that each interview panel contains at least one trained staff member.

More detail re safer recruitment can be found in KCSIE Part 3 pg33-55.

2.6 TRAINING

Along with the mandatory training for all staff at least every 3 years, DSLs every two years and new staff induction, DSLs also ensure there are updates when new legislation is brought in or if there are any lessons to learn from local or national serious case reviews. The DSL attends a termly DSL network within Nottingham City which includes hot topics and updates which are subsequently shared with staff via briefings, staff workshops or the newsfeed on Sharepoint.

TES Develop (formerly Educare) is our online learning platform for staff to access up to date CPD on a range of Safeguarding and Health and Safety topics. Statutory modules are covered annually and a report of training undertaken is produced and is logged on the Single Central Record and monitored by the Safeguarding Governors to ensure compliance.

2.7 ALLEGATIONS AGAINST STAFF

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.

In the event of an allegation about the behaviour of a teacher or other professional carers or if a member of staff is not satisfied with the way that the Head Teacher or Chair of Governors have dealt with an allegation, the matter can be referred to the Local Authority Designated Officer (LADO) based within the Nottingham City Safeguarding Children Board (**0115 8764747**)

The 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 Executive Headteacher. Where the allegation relates to the Executive Headteacher it should be reported to the Chair of Governors. The Designated Officer (LADO) 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 dismisses or 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. **This is a legal duty and failure to refer when the criteria is met is a criminal offence.**

Allegations against the Executive Headteacher

Where an allegation is made against the Executive Headteacher, the Chair of Governors must be informed as well as the Local Authority Designated Officer. (0115 8765501)

Full details of the protocol to follow when allegations of abuse are made against a teacher or other staff can be found in KCSIE Part 4 pg56

Part 3: Heathfield's Response

This list includes categories of concerns which may be (and have been historically) raised at Heathfield. This section contains key information and what action is taken in school should such concerns be raised by staff or other stakeholders. This list is not exhaustive and will be reviewed regularly depending on types of concerns raised

Annex A in Keeping Children Safe in Education (2020) contains important information about specific forms of abuse and safeguarding issues. All staff should read this document in addition to Part 1 and refer to it to clarify what is meant by each term used. This document can be found on staffroom noticeboards and on Sharepoint.

Indicators of abuse and neglect: 4 key categories

Knowing what to look for is vital for early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure they should **always** speak to the designated safeguarding lead or one of the deputies.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school and can occur between children outside of these environments. All staff but especially the designated safeguarding lead/deputies should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.

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

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

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 from 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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.

Children and the court system

Children having to go to court can be very stressful. This [guide](#) explains each step of the process and support or special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. A copy is available on Sharepoint.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can also be stressful for children. Parents should be directed to this [website](#) to support the welfare of the children during this time.

Children Missing in Education (CMIE)

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures and Attendance Policy:

- Parents are expected to contact school on the first day of absence
- School will contact parents if no reason of absence has been given to school, initially by School Comms text, if there are attendance, welfare or safeguarding concerns this will also include a telephone call.
- School Comms text and phone call if no contact has been made, on the previous day, additional emergency contact numbers will also be called
- Potential home visit if no contact is made, and contact made with any additional agencies who are working with the family (who may be in a better position to visit the family)
- Referral to CMIE if information is gained that the family have moved out of area
- Referral to CMIE if child has not returned after 10 days with no contact from the family after efforts made by school, if we believe the child should or may be removed from roll whether the onward school is known or not.
- The Children Missing in Education (CMIE) Officer within the Education Welfare Service will work closely with the school to try to identify the child's current whereabouts/destination.
- Both parties will then agree an appropriate time and category to remove the child from the school roll. This includes those children and young people who are expected to move swiftly into appropriate provision; this is in line with *The Education (Pupil Registration) (England) (Amendment) Regulations 2016*.
- After 20 school days of absence and efforts by both the school and CMIE to find the child prove unsuccessful, the CMIE Officer will consult the school when or whether to remove their name from the school roll. The final decision about removal from a school roll remains with the Headteacher following consultation with the Local Authority via CMIE.
- The school should create a 'lost pupil' record on the national Lost Pupil's Database School to School (s2s) to assist future schools and Children Missing in Education Officers to identify and locate children.

- It is the duty of both the Education Welfare Service and school to collaborate in finding the pupil before deleting them from the register.
- For further information please contact the CME Officers directly - cme.educationwelfare@nottinghamcity.gov.uk

Children with family members in prison

NICCO <https://www.nicco.org.uk/> provides information designed to support professionals working with offenders' children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact it can also occur through the use of technology. (see pg 84 of KCSIE)

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

<https://www.safeguardingschools.co.uk/county-lines/>

We are vigilant to early signs of our pupils, who may be vulnerable and could easily be exploited, to undertake criminal activity due to their circumstances and local community.

Staff are briefed on county lines and the need to identify possible vulnerable children who may get drawn into this activity in the city. If this is suspected, a referral can be made following this [link](#).

Domestic abuse

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

The NCSCB ensures that an 'Encompass' next day notification call reporting a reported incident to make us aware as soon as possible. Any children who may be affected by domestic abuse are offered support via our learning mentors and safeguarding officer. We also offer drop-ins with our Family Support Worker who can signpost them to other services or may take the case as a priority family.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC](#)
- <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>
 - which has a 24 hour freephone number **0808 2000 247**
- <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Faltering Growth

Awareness of children who may have inadequate weight gain for their age and development as a result of neglect or weight loss over a short period of time – to be diagnosed by a medical or health practitioner.

Female Genital Mutilation mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a mandatory duty upon **teachers** to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must personally** report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should also discuss with the DSL (or deputy) and refer to social care. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) In these cases, teachers should raise a concern with their DSL. The following is a useful summary of the FGM mandatory reporting duty: [Factsheet](#)

Forced marriage

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Homelessness

The DSL (or deputies) should raise/progress concerns at the earliest opportunity with Housing Aid housingaid@nottinghamcity.gov.uk **0115 876 3300**, via the FSW or send a referral into children's social care if a child has been harmed or is at risk of harm. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#).

So-called ‘honour-based’ abuse

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or deputy). As appropriate, they will make a referral to social care and the police. It is now referred to as abuse rather than violence as it takes account of the non-violent acts which may occur.

Looked After Children and Previously Looked After Children

Governors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe. The DSL and Designated Teacher ensure they have the relevant information they need in relation to a child’s looked after legal status and the child’s contact arrangements with birth parents or those with parental responsibility. They should also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child’s social worker and liaises with the Virtual School Head as necessary. (0115 876 4692) Email: thevirtualschool@nottinghamcity.gov.uk)

It is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The **designated teacher** for looked after children is **Gareth Hicks – Head of School** (Scotland Road). He accesses appropriate training and ensures that he works with the Virtual School head to discuss how the Pupil Premium Plus funding can best be used to support the progress of our Looked after children in school and to meet the needs identified in the child’s personal education plan (PEP). Statutory guidance contains further information on [The Role and Responsibilities of the Designated Teacher](#).

Mental Health

All staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff at Heathfield are well placed to observe children day to day and to identify those whose behaviour suggests they are experiencing a mental health problem or may be at risk of developing one. If staff have a mental health concern about a child they should speak to the DSL or deputy. We may be able to support through the use of our ELSA trained learning mentors or with our CASY counsellor as well as the nurturing support available through the positive relationships between the staff and children.

The DfE has published advice and guidance: [Mental Health and Behaviour in Schools \(Nov 2018\)](#)

Staff should also take regard to their own mental health and understand that there are support services available to them through PAM assist or SAS. More information can be found in the staffrooms and sharepoint or by speaking to a line manager.

Preventing radicalisation

As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a referral to the Channel programme.

- **[The Prevent duty](#)**: All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015) to have “due regard to the need to prevent people from being drawn into terrorism”. The Prevent duty is part of our safeguarding obligation. DSLs and other senior leaders should familiarise themselves with the revised [Prevent duty guidance](#): for England and Wales, especially paragraphs 57-76

- **Channel:** is mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. [Training](#) is available online for any staff.

All staff carry out online Prevent training through TES Develop (formerly Educare) annually. Resources can be found on the [Educate Against Hate](#) website

Peer on peer / child on child 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 Heathfield 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 children. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's 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 this policy. 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. Support from learning mentors will be allocated.

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.

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

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

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.

Self-harm

Staff should always be mindful of the underlying factors which may lead a child 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 adults which suggests that a child is thinking about or 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.

It is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

Serious Violence

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. All staff should be aware of the associated risks and understand measures in place to manage these.

Safeguarding SEND children

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff understand that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, Heathfield offers extra pastoral support for children with SEN and disabilities through its Nurture provision during lesson time and lunchtimes, work with the learning mentors and within the Tailored Provision class at each campus.

Staff recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

The SEND policy covers more detail regarding our provision for SEND pupils.

The use of 'reasonable force'

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

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, school considers the risks carefully recognising the additional vulnerability of these groups. Under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty, positive and proactive behaviour support is planned for by drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, with the aim of reducing the need for physical intervention of any kind.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Sexual violence and sexual harassment between children in school ([full document](#))

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;

Upskirting

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

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 35 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy). If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Appendix B.

Part 4: Heathfield's Response to Covid-19

On 20th March 2020 the Government directed school to close to all but identified children of key workers and vulnerable children. The following addition to the policy was added and will remain in place until changes in the Coronavirus Act 2020 are made.

[Section 16 and 17 of the Coronavirus Act 2020](#) are applicable to school should any future lockdown/closures be enforced by the Government.

4.1 Key Workers

Some parents identify as key workers and therefore there is provision for their children which covers work shifts enabling key workers to remain at work. A [specified list](#) of occupations is published by the Government and school will adhere to this.

4.2 Vulnerable Children:

Places at school during any full or partial closure will be made available to children who are 'vulnerable'; those on Child Protection Plans or Child in Need Plans who have a social worker or children who have an Education, Health Care plan and are safer at school than at home. Heathfield has a register of these children and others who have a named Family Support Worker and ones where there are concerns for the family.

Risk assessments are in place for all vulnerable children who are allocated a place in school during any closure period.

Welfare calls during any school closure are recorded on MyConcern detailing the conversation and any subsequent actions taken. If a family is not contactable the social worker will be alerted.

The SENCDco will contact with families of children on EHCP regarding the place available in school for the pupil if appropriate.

Attendance is monitored daily and reported to the DfE and LA.

All safeguarding procedures outlined in this policy remain in place and staff should remain vigilant to signs of abuse.

4.3 Safeguarding of Staff during school opening:

Staff are reminded of social distancing guidance from Government and deployment is considered during the school day to minimise contact with each other whilst delivering a high quality provision for the children.

A DSL and SLT member are on site each day.

There are clear staff protocols in place and on display around school which take into account the measures stated in the Risk Assessment.

4.4 Home Learning:

Any platforms for sharing information about learning or which are accessible for children to use as part of home learning should the school face partial or full closure, will be subject to monitoring and acceptable use by staff and children. Any breaches of the acceptable use will be referred to the DSL or Headteacher.

4.5 Contact with home:

Class emails have been established which parents can use to contact the teacher should they need any ideas or advice about their child's learning at home during any period of school closure.

School continues to update families with the latest guidance via post, social media and text messages.

Staff may need to contact families during school closure by telephone – all calls should be made from a withheld number or a school phone.

Appendix A

Visitor/Volunteer Policy (safeguarding element)

- 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 DBS checked section of the Inventory system. To be on this list, the person must have a current clear DBS check with a copy of this registered on the schools central record).
- 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: 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 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 DBS checked list.

Nottingham City Schools Agreed Visiting Professionals Guidance September 2018

- Any professional wishing to undertake work in schools with children must be expected and make a formal appointment
- The named professional must be the person who undertakes the intervention
- Professionals must show their organisation ID on arrival
- School, on production of the organisation ID MUST accept that all organisation safeguard procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy.

Schools should not deny access to professional if they do not have a copy of their DBS certificate with them or if their clearance period is longer than that expected for school. Schools are not permitted to request copies of any personal information relating to Professional visitors – including DBS certificates or numbers.

Appendix B

Reporting Flowchart from KCSIE 2020

Actions where there are concerns about a child

