



Blessed Robert Widmerpool Catholic Voluntary Academy

Safeguarding and Child Protection Policy

Legislation

Child Safeguarding Policy for schools in Nottingham July 2015

Schools (including independent schools, non-maintained special schools Academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 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.

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/or-for maintained schools and colleges- through sex and relationship (SRE).

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

Statutory duties that apply to schools

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, 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 handle allegations including those relating to children harming, or allegedly harming other children;
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- A designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads' roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;

- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children (p.19-20 26 Keeping Children Safe in Education 2015) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check.
- Schools and colleges must keep a single central record of DBS checks and training undertaken (p.27-28 Keeping Children Safe in Education 2015). The record must cover the following people:
 - All staff (including supply staff) who work in the school; in colleges, this means those providing education to children
 - All others who work in regular contact with children in the school or college, including volunteers
 - For independent schools, including academies and free schools, all members of the proprietor body.
- It is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so.

The DfE issued updated guidance for schools in February 2015, entitled Disqualification 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.
- Staff in schools should ensure that all staff read at least part one of Keeping Children Safe in Education 2015. There should then be an ongoing programme of refresher training.
- 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.
- All schools and colleges have to be compliant with the requirements of the LSCB, in Nottingham and this includes engagement in the Serious Case Review process.
- The 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 p 53), to be read in conjunction with DfE Keeping Children Safe in Education 2015)

- Clear policies in line with those from the LSCB for dealing with allegations against people who work with children, in either a paid or voluntary capacity.

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

The Designated Officer (previously known as the Local Authority Designated Officer) is to be involved in the management and oversight of individual cases where there are allegations made against people who work with children.

The Designated Officer should 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, consistent with a thorough and fair process:

- Any allegation should be reported immediately to the Headteacher. 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
- If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because of a concern that the person may pose a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.
- In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.
- Schools and colleges
- Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.
- In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

Introduction

At Blessed Robert Widmerpool the governors and staff fully recognise the contribution the school makes to safeguarding children. It is recognised that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. The school provides a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development.

The School recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children. The school adheres to the principles set out in Nottingham's Family Support Strategy and NCSCB Policy, Procedures and Practice Guidance. Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2015 and Keeping Children Safe in Education 2015.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with Children and Families Direct, the NCSCB and other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

The governing body:

- will appoint a trained governor for child safeguarding: Christine Whittaker
- will ensure this appointed governor attends training updates every three years
- will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher
- will ensure that the school has a child safeguarding policy, single central record, staff behaviour policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Nottingham City Safeguarding Children Board.

- will ensure that schools and colleges create 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 2015).
- has appointed a members of the school leadership team to the role of designated safeguarding lead: Mrs Maylard-Mason, Miss Ferrara, Ms Chapman, Miss Catterall
- will ensure the school/college keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- will make sure that the child safeguarding policy is available to parents and children on request
- will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.

The head teacher 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 or college 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, 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 sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
- all visitors will be required to wear an identification badge – 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).

Allegations against the Headteacher

Where an allegation is made against the Headteacher, the Chair of the Governing Body must be informed as well as the Designated Officer (LADO) **0115 876 2302**.

The trained designated leads for child safeguarding:

Mrs Maylard-Mason, Miss Ferrara, Ms Chapman and Miss Catterall

will:

- have their roles explicitly defined in their job descriptions.
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- undergo updated child safeguarding training every two years.
- liaise with relevant agencies in accordance with the NCSCB procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staffs suitability to work with children, contact the Designated Officer (LADO)
- be able to access the contents of the NCSCB procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school’s procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is ‘looked after’

ensure that:

- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Common Assessment Framework (CAF)
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils’ other files, and accessible only by the Headteacher/designated leads
- pupil records are kept separately in the confidential safeguarding folder

- all absence letters are dated and clearly signed by a teacher and that if: there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- phone calls about absences are similarly logged and dated
- the children missing education- statutory guidance for local authorities 2013 is adhered to.
- where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children's Social Care is contacted.
- records are monitored for patterns of what when taken in isolation would appear to be low level concerns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held e.g. a CAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child safeguarding in the receiving school.
- where a pupil has a child protection plan or there are ongoing child protection enquiries and transfers to another school;
 - the designated lead for Safeguarding is informed immediately
 - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

The staff

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

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

Reporting concerns to the designated leads

- Any concern should be discussed in the first instance with one of the designated leads or in their absence the head teacher, as soon as possible. If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Anybody can make such a referral.
- Immediate response to the pupil
- It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:
 - listen to the pupil, if you are shocked by what is being said, try not to show it
 - it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them

If a disclosure is made,

- accept what the pupil says

- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did s/he do next?” It is your role to listen - not to investigate
- use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
- be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”
- record what was said promptly in written note form

Recording information

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. Official recording templates are to be found in all classrooms and in the Head teacher’s office. Records of concerns must be handed immediately to a DSL. Records can be handed in to the Head Teacher’s office. All records are stored securely in the safeguarding folders in the Head Teachers office.

- 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. Notes must be signed by the person making the record.
- If it is an observation of bruising or an injury, try to record detail, e.g. “right arm above elbow”. 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 member of staff 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.
- Staff and governors 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.
- Staff and governors 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 his or her family; supporting individuals who are or 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.

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 head teacher will disclose information about a pupil to other members of staff on a need to know basis only.
- It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage.
- If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person 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 making 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.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues, and about consenting to that.

“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.”

Working Together 2015

The 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.

Child Protection

Attendance at Child Protection Conferences

The Designated Safeguarding Leads will be expected to attend the initial Child Protection Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher to attend the subsequent core group meetings.

Protecting Yourself against Allegations of Abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguards
- must not give out personal mobile phone numbers or private e-mail addresses
- must not give pupils lifts home in your cars
- must not arrange to meet them outside of school hours
- must not chat to pupils on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Allegations of Abuse against a Professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation is received by the Headteacher or Chair of Governors the following should be considered, has the adult working in the school

- 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
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Headteacher not the Designated Safeguarding Lead.

This initial conversation will establish the validity of any allegation and if a referral is needed to Social Care. If this is the case a strategy meeting will be called that the Head / Chair should attend.

The decision of the strategy meeting could be

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the Schools Senior HR advisor

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

Recruitment, Supervision and Training for Staff

When recruiting new members of staff the school follows the guidance given in the Safeguarding Children: Safer Recruitment in Education, and the Nottingham City guidelines. The school ensures that DBS checks are undertaken in line with the Academy Trust's HR policy and that references are taken up and obtained and that qualifications are verified.

Newly appointed staff will have initial training in Safeguarding as part of their induction programme. They should be aware of the Nottingham City Safeguarding Children Board procedures as part of that induction programme, and be given a copy of the schools Safeguarding Policy and "*What to do if you are worried a child is being abused*".

They should also attend the Level 1 Safeguarding and Promoting the Welfare of Children and Young People training provided by the Local Authority. The initial Child Protection training given to each member of the service will be updated every three years and recorded.

Level Two/Three courses are also available for the Designated Safeguarding Leads through the Nottingham City Safeguarding Children Board Training Programme. Application forms must be signed by the Child Protection Officer, Education Inclusion.

Guidance on 'Whether this is a Child Protection Matter'

If staff have concerns about any child they should make them known to the school's Designated Safeguarding Leads, see appendix 1. These concerns may include:

Physical Abuse:

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:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection 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, 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, though it may occur alone.

Neglect:

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

There are three thresholds for and types of referral that need to be considered:

Is a CAF needed?

Is this a child with additional needs where their health, development or achievement may be adversely affected? Nottingham City Children and Young People's Framework says practitioners should complete a Common Assessment Framework (CAF) when:

- Age appropriate progress is not being made and the causes are unclear
- or
- The support of more than one agency is needed to meet the child or young person's needs

If this is a child with additional needs discuss the issues with the CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a CAF to be completed.

Is this Child in Need? S17 of the Children Act 1989 says

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority
- their health or development is likely to be impaired, or further impaired without the provision of such services
- they are disabled

Is this a Child Protection matter? S47 of the Children Act 1989 says

- children at risk or who are suffering significant harm
- children suffering the effects of significant harm
- serious health problems

If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral to Social Care.

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to Social Care by the school as soon as possible.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Mobile Phones and Cameras in Early Years and Foundation Stage

Practitioner's phones must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct.

Visitors to the setting (including parents) are requested not to use their mobile phones on the premises and that they should not take photographs on the school site.

Photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Blessed Robert Widmerpool.

A mixture of photos that reflect the pre-school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults, and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at Blessed Robert Widmerpool understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

Professional development

The governors recognise that all staff and volunteers who work with pupils need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns.

The governors will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, staff behaviour policy, the Designated leads in the school, their responsibilities and procedures to be followed.

Training undertaken in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

Safeguarding and Child Protection training
Roles and Responsibilities
Safeguarding
Health and Safety
E-Safety and Anti-Bullying
PREVENT training

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.

A training register is kept to indicate when staff and governors have been trained and this in turn informs the annual report to governors.

Safer recruitment training has been attended by:

Mrs Maylard-Mason. **Date:** 7.6.16

Miss Ferrara. **Date:** 10.6.15

Ms Chapman. **Date:** 10.6.15

Prevention in the Curriculum

The 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 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:

- 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.
- Internet Safety

Further Supporting Information

E-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, I-pads, mobile phones, webcams etc place an additional risk on our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping). The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and SRE.

Protection is Prevention

- Software (Capital Bytes) is in place to minimise access and to highlight any person accessing inappropriate sites or information
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools Designated Safeguarding Lead should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc
- Pupils should adhere to the school policy on mobile phones and use of social media

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Vulnerable Groups:

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

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Sexual Exploitation Definition and Guide DfE, February 2017

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

Preventing Radicalisation

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. This is a government strategy designed to stop people becoming terrorists or supporting extreme causes.

The school provides a safe place for pupils to discuss these issues so they better understand how to protect themselves. The values of tolerance and mutual respect are taught and the school ensures that any discussions are suitable for the age and maturity of the children involved.

The school contributes to the Prevent strategy by:

- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural; development of pupils (SMCS), as well as British values
- Ensuring all staff have carried out PREVENT duty training

Any concerns about individuals who may be being drawn into support for extremist ideology should be reported to the DSL who will contact the Prevent Team prevent@nottinghamshire.pnn.police.uk to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions.

Statutory guidance has been published and is available here:

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

Further details are outlined in the school’s Extremism Policy

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Teachers have a mandatory duty to report disclosures on FGM about a female under 18.

For more information, please read the following document:

<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

Children who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Gang and Knife Crime DCSF – 00064-2010

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf

Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

Guidance is also available on the Nottingham City Safeguarding Children Board Website for Children with ‘Looked After’ Status and Children Missing from Home and Care

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*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.)

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families
- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

Signs that a child may be privately fostered:

- The child is new to school
- The child has disappeared from school for no reason
- The child is overseas without their parents
- Documents such as admission forms, previous school records show this
- The child discloses that they are no longer living at home
- People other than parents attend school events

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a mandatory duty on schools to inform children's services where they become aware of such an arrangement.

Schools and Partnerships

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

- Parental E-learning (free): Child Sexual Exploitation is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective.
<http://www.paceuk.info/the-problem/keep-them-safe/>
- Pint Size Theatre: Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness

of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact is via email www.pintsize theatre.co.uk or Tel: 0115 8419853.

- NSPCC Child line Project: (funded through the DfE). The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email:- EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

Training

Regular training and discussion within the school environment is important and is led by the Senior Designated Leads for safeguarding.

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 Nottingham City Safeguarding Children Board.

The above training is available through the Safeguarding in Education Service:

safeguardingineducation@nottinghamcity.gov.uk

Safer recruitment training in school is carried out online when required through **HAYS** Recruiting Experts in Education.

All staff and Governors are 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 safeguarding partners.

Blessed Robert Widmerpool 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 2015.

DSLs attend regular DSL locality cluster meetings which provide relevant and up to date safeguarding information.

Updated guidance of Keeping Children Safe in Education May 2016 has been read and will be reviewed in September 2016.

Links with Other Policies

This procedures document should also be considered within the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse, domestic violence, neglect and families where there are mental health concerns and extremism.

Key documents are:

- Keeping Children Safe in Education 2015
- LSCB procedures, 2014
- Working Together to Safeguard Children 2015
- Early years and Foundation Stage Guidance 2012
- Nottingham City Safeguarding Children Board procedures
- Nottingham City Safeguarding Children Board Training Programme Booklet
- Every Child Matters
- Nottingham City Children & Young People's Threshold Framework
- Cyberbullying in an Education Setting; Guidance for Staff. HR document
- Policy on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- Behaviour Policy
- Attendance Policy
- Anti-Bullying Policy
- Whistle Blowing Policy
- E-safety Tool Kit
- Extremism Policy
- British Values Policy
- PSHE Policy
- Drugs
- Confidentiality
- SEND Policy
- Health and Safety Policy
- Safe Recruitment Policy
- E Safety Policy
- Staff Code of Conduct Policy
- Visitors Policy
- Policy for the use of Mobile Phones, Social Media and Twitter

Resources

Safeguarding is important to all members of staff.

The governing body ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Nottingham City Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and that policies and procedures are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

Designated Safeguarding Leads:

Mrs Maylard Mason (Headteacher)
Miss Ferrara (Deputy Headteacher)
Ms Chapman (FS Co-ordinator)
Miss Catterall (SENDCo)

Safeguarding concerns can be reported to the school office on:

Tel: 0115 915 2392

Email: admin@brw.nottingham.sch.uk

The nominated Governor for Safeguarding is: Christine Whitaker

Email: C.Whitaker@becketonline.co.uk

Tel: 0115 982 4298

The Chair of Governors is: Anthony Hagues

Email: admin@brw.nottingham.sch.uk

Local Authority Designated Officer (LADO) is: Richard Powel

Tel: 0115 876 2302

Policy adopted by governors: June 2016

Review date: May 2017

Policy reviewed by:

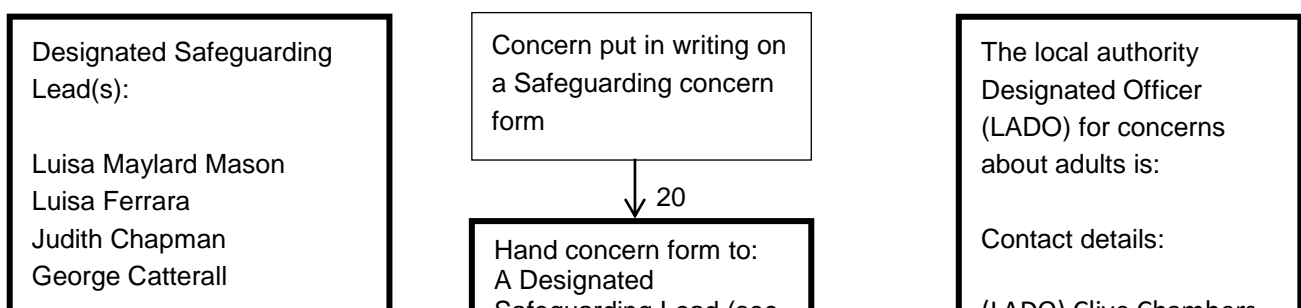
Mrs Maylard-Mason: 30/05/2016

Mr Anthony Hagues: 30/05/2016

Updated: March 6th 2017

Appendix 1.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Discuss

Contact Details

Social Care Referrals:

0115 915 5500

Prevent/Channel Referrals:

For further information/advice:

Rebecca Hullet

Schools Education Safeguarding

Officer 0115 8764744