

SAFEGUARDING CHILDREN POLICY

The Safeguarding Children Policy is applicable to all pupils, staff and volunteers at Lammas School and is available from the school web site and/or in hard copy form from the School Office.

This document aims to ensure that all staff understand and comply with the Safeguarding Children policy of Lammas School. The basic principles on which it stands include:

1. The welfare of the child is paramount.
2. Lammas school will be open with parents as long as this does not put the child at risk.
3. Confidentiality is important in all cases, but not at the expense of the welfare of the child.
4. Lammas School accepts the duty of care to all young people with which it works. The school will ensure that the activities it runs and the environment it works in are safe.
5. It is the responsibility of all paid and voluntary staff working with the school to prevent all forms of abuse of all young people with whom they come into contact.
6. Each staff member is responsible for ensuring that the policy is translated into action through his or her daily behaviours.
7. Service is provided in a way which does not discriminate on the basis of race, religious belief, culture, sexual orientation, gender, age, disability or nationality.

This policy is consistent with the D of E guidance '**Keeping Children Safe in Education' (2019), The Prevent Duty (2015)** and also with regard for broader regulations set out in '**Working Together to Safeguard Children' (2018)**. It was also written in accordance with the locally agreed inter-agency procedures of Nottinghamshire Safeguarding Children Partnership. It states what Lammas school will do, as opposed to what it should do.

Lammas School will ensure that staff and volunteers interacting with young people are aware of their responsibilities for safeguarding the welfare of the young people. This will be done through providing training and support in helping them understand the needs of pupils, as well as ensuring they understand their individual and organisational responsibilities when working with young people.

Policy Statement

It is the policy of Lammas School to recognise the responsibility to have arrangements in place to safeguard and promote the welfare of students under section 175 of Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-maintained Special Schools (England) Regulation 2015 and the “Keeping children safe in education” (KCSE) Statutory Guidance issued in September 2019.

School Commitment

Lammas School is committed to these principles and intends to implement them through this policy and these procedures. Each staff member is responsible for ensuring that the policy is translated into action through his or her daily behaviours.

Our policy applies to all staff, directors and volunteers working at the Lammas School. We have developed this policy in consultation with the Nottinghamshire Safeguarding Children Partnership.

All parents/carers are made aware of the school’s responsibilities with regard to student protection procedures and how we will safeguard and promote the welfare of student through the publication of the school’s safeguarding and child protection policy.

Safer Recruitment and Checks

The School operates Safer Recruitment Practices and Procedures in order to ensure the suitability of staff, volunteers and governors, and ensures that a minimum of one staff member involved in recruitment has received up-to-date training to ensure compliance with these standards. Details are found in the separate policy: ‘Safer Recruitment’, which includes information on Prohibition Orders and DBS checks. The single central register holds details of all these checks. The **Designated Safeguarding Lead (DSL)** is responsible for reviewing and updating these policies annually, in consultation with the headteacher, proprietor and governor advisory council. When reviewing this policy, the school will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the school considers at all times what is in the best interests of the child. At Lammas School, we actively encourage all staff to raise any safeguarding concerns about unsafe practice in our safeguarding arrangements (see whistle-blowing Appendix 1).

Designated Responsibilities:

Role	Responsibilities	Current post-holder
Head	Overall responsibility for the school's safeguarding provision.	Sara Baldry
Designated Safeguarding Lead (DSL)	To take lead responsibility for safeguarding and child protection. To lead any response to a pupil safeguarding issue raised; to liaise with outside organisations; to refer the issue to the Social Care area office where appropriate; to make and keep detailed records of the issue/incident.	Sara Baldry
Deputy Designated Safeguarding Lead	In the absence of the DSL, any allegations should be referred to the Deputy DSL. This person will also assist the DSL in all aspects of handling a concern and will contribute to training and review sessions.	Pamela Sessions Deputy Headteacher
Designated Person for Safer Recruitment	To ensure the school's policies and procedures for safe recruitment are appropriate and adhered to, including: Single Central Register (SCR), pre-appointment checks, verification of identity and suitability for post.	Sara Baldry Pamela Sessions
Looked After Children Designated Teacher (LACDT)	A person who has knowledge and skills to effectively oversee work in this area.	Sara Baldry

Safeguarding Contacts

Role	Name	Contact Details
Designated Director for Child Protection	Nick Robin	07802 239115
Designated Safeguarding Lead	Sara Baldry	07428 763362
Deputy Designated Safeguarding Lead	Pamela Sessions	07428 767284
Online Learning		
Nottingham City Child Protection Contact/LADO	Eve Hailwood	0115 876 4148
Nottinghamshire Child Protection Contact/LADO	Cheryl Stollery	01623 433169
Leicestershire Child Protection Contact/LADO	Mark Goddard/Karen Browne	0116 305 7597
Nottinghamshire County Council MASH		0300 500 80 90

The Policy

To provide a safe and learning environment the school will:

- Establish and maintain an environment where students feel secure, are encouraged to talk and are listened to.
- Ensure students know that there are adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Include opportunities in the PSHE curriculum for student to develop the skills they need to recognise and stay safe from abuse:
 - availability of local and online advice
 - to recognising and managing risks including online and running away
 - developing healthy relationships and awareness of domestic violence, bullying and abuse
 - recognising how pressure from others can affect their behaviour.

- Take all reasonable measures to ensure risks of harm to children’s welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote student health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers.
- Put in place and promote robust anti-bullying (including cyber bullying) strategies.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.
- All teachers have a legal obligation to report actual or suspected FGM and should discuss with the DSL immediately if the child is under 18. This does not apply to over 18 young adults.

Whistleblowing: in the unlikely event of staff feeling unable to raise safeguarding issues through their line manager, Safeguarding Lead or CEO, then the NSPCC helpline is available 08.00 to 20.00. Number 0800 028 0285, help@nspcc.org.uk.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NCSP) and take account of guidance issued by the DfE to:

- Ensure we have a designated senior and deputy person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a student who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main student file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupils through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as Children's Social Care (in line with Pathway to Provision), behaviour and attendance service and education psychology service, use of JAT and CAF etc.
- Ensuring that, where a student leaves and is subject to a child protection plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.

Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with 'Safeguarding Children and Safer Recruitment in Education 2007'.
- Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour. The Guidance for Safer Working Practices for Adults who work with Children and Young People (DFCS 2009). This should assist in limiting complaints against staff of abuse of trust and/or allegations.
- In the event of any complaint or allegation against a member of staff, the Head Teacher, who also acts as the Designated Safeguarding Lead, (or the Deputy Designated Safeguarding Lead if the Head Teacher is not present) should be notified immediately. If it relates to the Head Teacher, the Chair of Board should be informed.

• Staff may find some of the issues relating to child protection upsetting and may need support which will be provided. Links to other Local Authority policies This policy, together with the following, should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school

- Physical intervention/positive handling
- Behaviour Management
- Attendance Policy
- Anti-Bullying
- Equality
- Health and Safety and Access Policy
- Disability Equality Action Plan
- Escalation policy Review

Training

Training for Staff and Volunteers

All staff, including ancillary staff, governors and the proprietor and volunteers will receive safeguarding training and guidance which will be updated every year. All new staff will receive training and guidance as part of the induction process.

Training includes:

1. The duty of care to prevent abuse including the duty to report any abuse discovered or suspected.
2. Training on what constitutes abuse and how to recognise it.
3. The procedural approach of how and whom to report abuse if discovered or suspected.
4. Contact information for independent persons, whom staff and volunteers can approach if they know or suspect that an abuser may be a member of staff at the school.
5. Knowledge and understanding of what happens if abuse is reported.
6. Guidance on supporting distressed young people.
7. The risk of radicalisation and how to identify children at risk (Prevent Training).
8. E-safety, including how, across the curriculum, pupils learn how to keep themselves safe online.

All staff and volunteers will then be required to confirm that they have read and understand the required documentation and are satisfied with the training and guidance that they have received.

Induction training includes:-

- The school's Safeguarding Children policy
- The Staff Handbook which includes the Staff Code of Conduct and Electronic Information and communications Systems Policy
- The identity and role of the Designated Safeguarding Lead
- A copy of part 1 and Annex A of KCSIE
- The school's whistleblowing procedures
- Risk Assessment
- Information on procedures relating to emergency evacuation and first aid.

All staff must read at least Part One of KCSIE. This applies not only to new staff but also to those already in post in April 2014 when KCSIE was first introduced. Each time Part One of KCSIE is updated by the DfE, existing staff must be updated. This is particularly important when new duties are introduced, as with the introduction of Prevent in July 2015, or the recognition of additional types of abuse, as in September 2016. Lammas will take steps to ensure that staff understand key information. From September 2016, in addition to Part One of KCSIE, school leaders and staff who work directly with children must read Annex A of KCSIE.

The DSL should receive updated child protection training at least every two years in line with local requirements. This will include local inter-agency working protocols and training in the LSCB's/safeguarding partners' approach to Prevent duties. (Whether the training needs to start from scratch or is pitched at a higher level for an audience already familiar with LA arrangements, is a matter for the LA.)

Additional designated safeguarding staff should be trained to the same level as the DSL.

All staff must be trained/updated in child protection regularly, in line with advice from the LSCB/safeguarding partners. Prevent awareness training will be part of this. Staff training should include on-line safety.

The two-yearly training for DSLs and regular formal training for staff should be supplemented with informal updates, for example, e-bulletins and staff meetings. These should be as required but at least annually.

All new staff must be provided with induction training that includes:

- the school's child protection policy, including information about the identity and role of the DSL and any deputies;
- the staff code of conduct/behaviour policy including the whistleblowing procedure and the acceptable use of technologies policy, if separate (see above for more about the staff code); o the pupil behaviour policy;
- the school's safeguarding response to children who go missing from education (children missing education policy to be provided); o on-line safety;
- a copy of Part 1 of KCSIE (and, in effect, Annex A also, for those who work directly with children, see above).

Copies of the above documents should be provided to all staff during induction.

Staff induction	
Explain (KCSIE paragraphs 13 and 77	Provide (KCSIE paragraphs 57/58)
Safeguarding policy	Safeguarding policy
Role of DSL (including identity of DSL and deputies) –contained in safeguarding policy	Role of DSL and DDSLs
Staff behaviour policy	Staff behaviour policy
Pupil behaviour policy	
The school’s safeguarding response to children missing education	Children missing education policy
On-line safety	

Further Information

- The DSL and deputy will receive role-specific training as a minimum through the NSPCC every two years.
- A minimum of two members of staff are trained in Safer Recruitment procedures every three years
- All staff will receive internal training as part of their induction programme.
- The DSL will run an annual programme of internal training for all staff, during INSET days as a minimum every year.
- All staff training will be in line with advice from the Nottinghamshire Safeguarding Children Partnership (NSCP).
- The Designated Safeguarding Lead and deputy will complete Prevent awareness training ran by the Nottinghamshire Prevent Team.

Maintaining High Standards

Lammas School places people in positions of responsibility for young people. Consequently, the school seeks to do all that is reasonable to ensure the good character of its employees, supply staff and volunteers and the safety of young people. Therefore the recruitment and induction procedures are necessarily robust and all staff and key volunteers undertake the required checks and the same checks are required from agencies for any supply staff employed. The school recognises however that these checks are not a guarantee that the checked person’s behaviour will always continue to be appropriate.

All staff are responsible for maintaining high standards of behaviour and are encouraged to raise their own concerns of other’s inappropriate behaviour through the “whistle- blowing” policy and procedure.

As well as an annual review by the DSL in consultation with the headteacher, there will also be a further annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged. This will be performed by the Governing Advisory Council. The Council's review, together with details of any necessary action points will be recorded in writing.

Assurance is obtained, as a matter of course that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.

It is standard procedure to report to the Disclosing and Barring Service, within one month of leaving the school, any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children. A referral to the DBS would be undertaken on the advice of NSCB LADO.

Where a teacher has been dismissed (or would have been dismissed if they had not resigned) for "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or "conviction, at any time, for a relevant offence" that would not reach the threshold for a DBS referral, a referral to the National College for Teaching and Leadership (NCTL) will be considered. The school need only take this action if the matter has not been reported to the Disclosure and Barring Service; all matters reported to the DBS will be shared with NCTL. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in 'Teacher misconduct: the prohibition of teachers (July 2014)'. Further guidance is published on the NCTL website.

Responsibilities of the Proprietor

1. To ensure that all policies, procedures and training comply with law in accordance with 'Keeping Children Safe in Education 2019', 'Working Together to Safeguard Children' (2018), The Education (Independent School Standards) Regulations 2014 and arrangements made by the NSCP and that the school contributes to inter- agency working.
2. To ensure that an annual review of procedures, policies and training takes place and those details are recorded and any deficiencies or weaknesses are remedied without delay.
3. To nominate a senior member of staff, normally the Designated Safeguarding Lead to liaise with the NSCP in the event of an allegation being made against the head teacher.
4. To ensure a staff code of conduct is available to employees and volunteers where safeguarding is explicit.
5. To provide job descriptions where the school's commitment to safeguarding is explicit.
6. To nominate a designated senior person for the school to act as the Designated Safeguarding Lead (DSL) and a Deputy DSL with equivalent training to assume the role when the DSL is unavailable.

Responsibilities of the Designated Safeguarding Lead

1. To ensure that effective communication and liaison takes place with Social Services, the Local Authority Designated Officer (LADO) and other necessary agencies as appropriate in the event of staff having child protection concerns about a pupil. Nottinghamshire County Council guidelines will be followed as a matter of procedure.
2. To ensure that all staff (not just teaching staff) have an understanding of child abuse and its main indicators, and are aware of the school's and their own child protection responsibilities.
3. To support and advise staff in their child protection work.
4. To provide specialist input into the planning of the content and delivery of the PSHE curriculum and staff INSET days with respect to child protection issues.
5. To maintain his/her own knowledge and awareness of the issues, policy and practice of child protection, taking note of the relevant literature/documents and updating training every two years.
6. To inform the Social Services Child Protection Manager if a pupil on the child protection register leaves the school.
7. To contact Social Services Child Protection Manager within one working day of a disclosure or suspicion of abuse. The contact addresses and telephone numbers are identified at the end of this document.
8. To undertake appropriate training in Safer Recruitment
9. To ensure all staff appointment procedures are conducted in the correct manner.
10. To support staff who make referrals to local authority children's social care.
11. To refer cases to the Channel programme where there is a radicalisation concern as required.
12. To support staff who make referrals to the Channel programme or report suspected cases of FGM.
13. To refer cases to the Disclosure and Barring Service as required where a person is dismissed or left due to risk/harm to a child.
14. To share information, as appropriate with other safeguarding agencies and to refer cases to the police as required where a crime may have been committed. Data protection considerations must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
15. To ensure Lammas School's Safeguarding Children policy is known understood and used appropriately, available publicly and reviewed annually.
16. To ensure when a child leaves the school that their child protection file is transferred to the new school as soon as possible, confidentially, under separate cover sent directly to the DSL at the new school and with written confirmation of receipt.
17. To monitor all referrals and to ensure that, if after a referral the child's situation does not appear to be improving, to press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
18. To ensure that, if early help and/or other support is appropriate, the case should be kept under constant review with consideration given for a referral to children's social care if the child's situation does not appear to be improving.

19. To ensure that all staff remain up to date with required safeguarding training, that safeguarding is covered as required in the induction of new staff and to provide staff with at least annual safeguarding and child protection updates.
20. To link with the local NSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
21. To liaise with the NSCP in the event of an allegation being made against the head teacher.
22. To ensure online safety.

Responsibilities of the Deputy DSL

1. To perform any of the above duties in the event of absence of the DSL.
2. To assume the role of DSL in matters relating to any allegations made against the DSL.
3. To provide advice and support to staff in matters of safeguarding, recording and reporting as appropriate.
4. To assist in reviewing policies and procedures on an annual basis, in conjunction with the DSL and with other senior management.
5. To assist in training sessions for new staff and refresher training as required.
6. To maintain up to date knowledge and professional practice.

Responsibilities of all staff (non-teaching and board members included)

1. To prioritise pupils' well-being, promoting and maintaining a safe and secure environment through their professional practice.
2. To be aware of, and recognize the signs of, instance of abuse, neglect or exploitation.
3. To listen to pupils carefully and respectfully, adhering to training and school procedures.
4. To record and report any such instances in line with training to the DSL or assistant as soon as possible, verbally and using the pro-formas available in the staff room and on the school server.
5. To maintain an appropriate level of confidentiality. Staff should never promise a child that they will not tell anyone about an allegation as this, may ultimately not be in the best interests of the child. No leading questions will be asked.
6. If a teacher in the course of his/her work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.
7. All staff must adhere to the staff code of conduct.

Advice for staff regarding Safeguarding Issues

All staff should have an awareness of safeguarding issues – some of which are listed below.

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital mutilation
- Force Marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls
- Hate
- Mental Health
- Missing Children and Adults Strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Teaching work

All adults working at a program who are assigned the role of teacher or assistant teacher-teacher aide.

Teaching children how to keep safe

Children are taught about safeguarding, including online, through the curriculum and PSHE. Children are taught about adjusting their behaviors in order to reduce risks and build resilience, including to radicalisation with particular attention to the safe use of electronic equipment and the internet. These practices are age appropriate and are embedded within the curriculum. Children are taught about the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people especially children, young people and vulnerable adults. Internet safety is embedded within the ICT curriculum and Lammas School has an annual internet safety week. Resources for teachers can be found at:-

- The use of social media for on-line radicalisation.
(<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>)
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Teachers adhere to Lammas Schools E-Safety policy.

Physical Contact and Restraint of Pupils

All adults must be aware that even well intentioned physical contact can be misconstrued by the pupil or an observer. Therefore all adults on the premises must adhere to the following principles:

- a. Never touch a pupil in a way that may be considered indecent.
- b. Be aware of any cultural or religious views regarding touching.
- c. Always encourage pupils, where possible, to undertake self-care tasks independently.
- d. Be prepared to report and explain actions and accept that all physical contact will be open to scrutiny.
- e. Contact with pupils must be with the child's full consent in a public environment and must be for the benefit only of the child and last no longer than it is necessary.

Physical Contact with Younger Pupils

It is accepted that some very young pupils may require a higher level of physical contact than seniors as part of their pastoral and developmental care. In cases of children who are injured/upset, staff are advised to follow these general guidelines:

1. Be sensitive that for some small children, lack of parental affection throughout the school day may be a difficult transition and seek other ways to promote a caring environment wherever possible.
2. Let *pupils* take the lead in initiating any necessary contact i.e. holding hands to go to the sick room, leaning against the teacher in story time. Dissuade, rather than strictly rejecting.
3. Bend down to make eye contact with pupils as a way of reassurance and connection.
4. Keep a safe "body distance" between staff and pupil.
5. Seek advice from school safeguarding professionals when uncertain and report any inappropriate instances to the headteacher immediately.
6. Contact with pupils must be with the child's full consent in a public environment and must be for the benefit only of the child and last no longer than it is necessary.

What is Abuse?

Abuse is 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 institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Abuse can be split into four broad categories: Physical, Emotional, Sexual and Neglect. However, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse and neglect – per KCSIE (2019)

Knowing what to look for is vital to the 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 deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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, as below:

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- upskirting, which 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;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

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.

Bullying is not defined as a form of abuse in 'Working Together' but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse.

Recognising the Signs of Possible Abuse

Child abuse occurs to children of both sexes and all ages, in all cultures, religions, and social classes and to children with and without disabilities. All practitioner groups and agencies, including the voluntary sector, should be alert to signs that a child may be at risk of significant harm, considering the following points and advice:

- Identification of child abuse may be difficult; it normally requires both medical and social assessment.
- Avoid making assumptions about a situation and ensure a thorough assessment informs judgement, whilst understanding that it is not the role of school staff to conduct an investigation.
- Gather information in relation to an incident, including the explanation provided by the parents/carers; any injuries sustained; medical advice or assistance sought by the family and whether there was any delay in this; inconsistencies in information provided; and responses to the child by the parent or carers.
- Different types of child abuse may be present at the same time, e.g. a child who is being sexually abused may also be being physically abused. When enquiring into one type of abuse, staff need to be alert to potential signs of other abuse
- Always listen carefully to the child, paying particular attention to any spontaneous statement. In the case of children without speech or with limited language, pay attention to their signing or other means of expression, including behaviour and play.
- Any delay in seeking medical assistance or indeed none being sought at all, could be an indicator of abuse.
- Beware if an explanation of an accident is vague, lacking detail, is inconsistent with the injury, or varies with each telling.
- Take note of inappropriate responses from parents or carer.
- Observe the child's interaction with the parents – particularly wariness, fear or watchfulness.
- Any history or patterns of unexplained injury/illness requires careful scrutiny. The fact that the parent/carer appears to be highly attentive and concerned should not divert attention from the assessment of risk.
- Beware if the child's injury is inconsistent with the child's development and mobility.

Children with Special Education Needs and Disabilities

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

The school's behaviour and anti-bullying policies make specific reference to dealing appropriately with pupils with SEND. Staff should be vigilant in relation to the bulleted points above, reporting any concerns to the DSL.

Annex A of KCSIE 2019 highlights specific areas of abuse. The sections below should be understood in relation to the further information provided in Annex A.

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. The Serious Crime Act 2015 introduced a new duty on teachers and other professionals to report to the police known cases of FGM involving victims aged under 18. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless a teacher has good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead and involve children's social care as appropriate. This duty came into force in Oct 2015 and is included in all staff induction materials.

Honour-Based Violence (HBV)

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Child Sexual Exploitation (CSE)

All staff must be aware of the threat of child sexual exploitation and the signs that may be displayed by a child that is a victim of it.

Government definition as of Feb2017: “Child sexual exploitation (CSE) 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.”

CSE involves exploitative situations, contexts and relationships where young people receive something (for example: food, accommodation, drugs, alcohol, gifts, money or, in some cases, simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Examples of children who may be vulnerable to CSE:

- Poor school attendance
- Substance abuse/parental substance abuse
- Mental health issues
- Learning disabilities
- Recent bereavement or loss
- Unsure about sexual orientation
- History of abuse
- Living in residential care
- Criminality

Examples of warning signs that a pupil may be a victim of CSE:

- Physical injuries/repeat A&E attendance
- Poor mental health/self-harm
- Breakdown in communication with parents
- Change in physical appearance
- Absent from school
- Receipt of gifts from unknown source

- Missing from home
- 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 misuse drugs and alcohol
- Children who go missing for periods of time or regularly come late
- Children who regularly miss school or education or do not take part in education

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

This section of the school's safeguarding policy takes due regard to the **Counter Terrorism and Security Act 2015** and the **HM Government's Prevent Duty Guidance 2015**. Lammas School understands its responsibility to have due regard to the need to prevent people from being drawn into terrorism.

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Whilst different people may hold different views about "right and wrong," all people living in Great Britain are subject to its law.

At Lammas, we promote fundamental British values and the spiritual, moral, social and cultural development of pupils by:

- Enabling pupils to develop self-knowledge, self-esteem and self-confidence
- Enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encouraging pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enabling pupils to acquire a broad general knowledge of, and respect for, public institutions and public service in England
- Furthering tolerance and harmony between different cultural traditions by enabling pupils to acquire and appreciation and respect for their own and other cultures
- Encouraging respect for other people
- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England.

Lammas School is however mindful of existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Some vulnerable pupils may become isolated or marginalised and as such could be at risk of exploitation by extremist groups.

Indicators of someone becoming radicalised could include:

- Disclosing their exposure to extremist actions
- Graffiti symbols, writing or art work promoting extremist messages or images
- Accessing extremist material online
- Parental reports of changes in behaviour, friendships or actions and requests for assistance
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or “hate” terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views on others
- Anti- British views

The Designated Safeguarding Lead, who is also the lead teacher for Prevent, will add reported instances of racial or discriminatory behaviour/language used by pupils, staff and/or parents to a record which is kept centrally. This is then analysed periodically to check for patterns or developing issues which may need intervention.

Prevent guidance expects schools to ensure that children are safe from terrorist and extremist material when accessing the internet through school systems and to establish appropriate levels of filtering. We are confident that this is the case at Lammas School and have stringent filters in place. Refer to Lammas School’s policy on mobile phone and personal laptop use in school.

Lammas School follows protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised. All speakers are supervised unless it is felt detrimental to the session e.g. pupils are more likely to involve themselves more and ask more questions of medical professional regarding sexually transmitted diseases if a member of school staff is not present). A risk assessment will be conducted if a member of staff is not going to supervise a visiting speaker and will only be passed if it is felt the risks are controlled. Checks could be carried out and if they are, will be recorded on the SCR. These may not be confined to the usual formal checks; internet searches, for example, may sometimes be more instructive than formal vetting checks.

Lammas School will discuss any concerns in relation to possible radicalisation with a child’s parents unless we have a specific reason to believe that to do so would put the child at risk. Staff know to treat concerns over radicalisation as a safeguarding issue and to follow the standard school procedure for this. They can also report concerns directly to children’s services or the police. Referrals can also be made to the “Channel” programme. As with any instance of believing a child is at risk of significant harm, parental or pupil consent for a referral is not required.

Children Missing from Education

Pupils who are missing from school for 3 days without parental or guardian notification will be reported to the Children Missing in Education co-ordinator, Glen Scruby on 01623 433170. Similarly, those who have been removed from the school by parents or guardians but have not confirmed a new school placed will be reported.

The local authority will also be informed where a pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- Have been permanently excluded
- Joins the school after the start of year 1 or leaves the school before the end of year 11

Dealing with Concerns or Disclosures

Any concerns, or incidents discovered or suspected by a member of staff should immediately be reported to the DSL. It is important that in any cases of pupils informing staff, the staff member must follow this procedure:

1. Listen carefully and intently.
2. Do not ask any leading questions.
3. Do not promise to keep the issue confidential – it is important to maintain the person's trust by remaining honest. Reassure the child that he or she has done the right thing in speaking to you.
4. Make a log of the conversation using the pro-formas provided in the staff room or on the server as soon as it is practically possible.
5. Report the matter to the DSL
6. Anyone can make a referral if necessary.

All members of staff should contribute to creating a school ethos which would discourage or prevent incidents ever occurring.

Supervision of Young People

The young people in the school's care will be properly supervised at all times. Parents/guardians should be aware that the school will take all reasonable action necessary to ensure the safety of its pupils. In cases where the school has reasons to be concerned that a child may be subject to ill-treatment, neglect or other form of abuse, we have no alternative but to follow Nottinghamshire's Child Protection Procedures as detailed in its Handbook and inform Social Services of our concern.

Further Guidance for Staff

All staff must read the guidance provide in the staff handbook. Staff must refer to the Physical Contact and Restraint guidelines.

All staff must protect themselves especially when meeting on a one-to-one basis with pupils and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. Staff should always make themselves visible whilst teaching in a one to one basis by leaving the door open. Please see “guidance for safe working practice and professional boundaries” in the staff handbook.

Staff may only take pupils in their own vehicles if permission has been given by the senior management, appropriate insurance has been ensured, and there is a genuine reason for the transport, i.e. small school trip.

Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Anyone can make a referral to children’s social care if necessary.

Social Networking and Email

Staff must recognise that first and foremost, their role in a pupil’s life is one of trust and responsibility.

Staff members must not have contact through any personal social medium with any pupil from Lammas School, unless the pupils are family members. It is not acceptable for staff to be friends with current or past pupils on social media. No photos must be posted of pupils on staffs’ personal social media pages, unless they are your own children only.

Lammas School does not expect staff members to discontinue contact with their family members via personal social media once the school starts providing services for them. However, any information staff members obtain in the course of their employment must not be used for personal gain nor be passed on to others who may use it in such a way.

Staff members must not have any contact with pupils’ family members through personal social media if that contact is likely to constitute a conflict of interest or call into question their objectivity.

Staff members must decline ‘friend requests’ from pupils they receive in their personal social media accounts.

Information staff members have access to as part of their employment, including personal information about pupils and their family members, colleagues, and other parties and school must not be discussed on their personal web space.

If pupil-teacher email is necessary for school work, teachers must only use school email accounts, with the DSL's consent. Staff must also be prepared for all correspondence to be transparent.

Records of Issues and Incidents

The child at the centre of the issue has a need for confidentiality. Therefore, the school has a need for security to ensure this confidentiality. However, this is not absolute confidentiality, and all records should be available for inspection by the investigating body (Police or Social Care).

Sharing of Information with Lammas School

No one will make decisions within the school about safeguarding issues on their own. The only decision to make is whether to refer the matter on to an investigating body and, if so, which one (Police, Social Care, the LADO and Nottinghamshire County Council). This decision will normally be made through discussion between the staff member with concerns and the DSL.

Relationships with Parents

Lammas School wishes to preserve its good relationships with the parents of the young people associated with it, both as service users and volunteers. However, the first principle on which the school's work is based is that the welfare of the child is paramount. Consequently, the school will consult and confer with parents of children involved in safeguarding issues openly and honestly except in those rare circumstances where the child's welfare may be harmed by doing so.

Procedures for Dealing with Abuse by one or more Pupils against another Pupil

Peer-on-peer abuse can present in many different forms such as sexting, sexual abuse and initiation behaviors. Peer-on-peer abuse is never tolerated and will not be passed off as "banter" or "part of growing up."

In order to minimise the risk of peer-on-peer abuse, Lammas School endeavours to support its pupils in a number of different ways:-

- Appropriate curriculum
- Maintaining an ethos promoting a positive, secure and supportive environment to build pupil self esteem
- Ensuring the Behaviour Policy provides support for vulnerable pupils
- Ensuring an appropriate Anti-Bullying Policy to support vulnerable pupils
- Liaison with other professional services (e.g. PAPYRUS, NSPCC, CAMHS etc.)
- Ensuring that if any child on the Child Protection Register leaves Lammas School that their information is transferred to the DSL at the new school and a confirmation of receipt obtained. The child's social/case worker is informed. If no explanation for leaving is given, we will inform the LEA.

In the event of a child being abused or suspected of being abused by another pupil the school will also refer to the Behaviour Policy and Anti-Bullying Policy and will report incidents to the police and local authority (LA) as appropriate. This includes referring any such abuse to the LA as a child protection concern. In the event of peer-on-peer abuse, all children, whether perpetrator or victim, will be treated as being “at risk.” Bullying is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

Allegations of peer-on-peer abuse will be listened to by school staff. Lammas School will work closely with parents to make sure the child feels safe and protected in the school environment. An individualised plan will be drawn up to support the victim. The DSL will take the appropriate action based on procedures set out by the local authority and local safeguarding children board, notifying the authorities where it is required.

Sexting

Sexting is defined as images or videos generated

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

Sexting will not be tolerated by any member of the Lammas community. Sexting disclosures will follow the normal safeguarding disclosure procedure. Pastoral support will be provided during the disclosure and after the event.

Lammas School reserves the right to examine, confiscate and securely store any device if there is reason to believe it contains indecent images or extreme pornography. Any inappropriate images found may be reported to the police.

Advice about sexting in schools is available from the UK Council for Child Internet Safety (UKCCIS): Sexting in schools and colleges. <https://www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf>

Looked After Children

Training needs will be reviewed annually depending upon whether “looked after children” are on roll at Lammas School. If such children are on roll, the senior management team will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority. This will include ensuring that the Look After Children Designated Teacher has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. Staff will be informed of information on a need to know basis to preserve confidentiality. The LACDT/ DSL/Head will share as much information as required to ensure these children are kept safe. Statutory guidance to local authorities on how they are to support schools with the care and education of these pupils can be found in the document: promoting the education of looked after children. Copies can be found at www.gov.uk and in the policy area on the school server.

Allegations against School Staff

Lammas School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance to protect children from abuse (the overriding principle) but also to protect staff or volunteers from false or unfounded allegations.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the DSL (Headteacher) or Deputy DSL.

Allegations against staff or volunteers should be reported to the Head Teacher, whilst allegations against the DSL (Head Teacher) should be reported to Nick Robin (Safeguarding Governor). It is also advised that the designated person should be contacted (unless he or she is the object of the allegation), since the designated person will have received higher level safeguarding training.

If the Head Teacher is absent, the allegation should be passed to the proprietor.

If the allegation concerns the Head Teacher (DSL), the person receiving the allegation should immediately inform Nick Robin (Safeguarding Governor) without notifying the Head Teacher first. The Safeguarding Governor will then notify the LADO without delay.

When an allegation of abuse has been made, the LADO should be informed from the outset. In case of serious harm, or if a crime has been committed the police should be informed immediately. All allegations will be referred within one working day.

It is essential that any allegation against a teacher should be quickly resolved for the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. All options will be considered before a member of staff is suspended and this will be implemented only if there is no reasonable alternative. If suspension is necessary the reasons and justification will be recorded and the individual notified. Any member of staff suspended from duty will be offered appropriate support and given a named school contact. All allegations and investigations will be of a confidential nature while an investigation is proceeding. Confidentiality will be maintained up to the point where the accused person is charged with an offence, or the DfE/National College for Teaching and Leadership (TRA) publish information about an investigation or decision in a disciplinary case.

All allegations will be discussed with the LADO and an agreed course of action will be followed.

If serious allegations are proven then a resignation will not prevent follow up by the appropriate bodies and no compromise agreement will be allowed. It is the statutory duty for the school to refer a serious proven case to the Disclosure and Barring Service after dismissal of the member of staff concerned, in consultation with the LADO.

Independent schools are also under a duty to consider making a referral to the National College for Teaching and Leadership (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence.” Advice about whether an allegation against a teacher is sufficiently serious to inform the TRA can be found in Teacher misconduct: the prohibition of teachers (July 2014). Further guidance is published on the TRA website.

Any allegations found to be malicious will be removed from personnel records and any that are unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies and consideration will be given to the application of appropriate sanctions, in accordance with the school’s behaviour policy, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence.

Staff must ensure that their behaviour and actions do not place the pupils or themselves at risk of harm or allegations of harm to a pupil. If there has been a substantiated allegation against a member of staff, school will work with the LADO to determine whether there are any improvements to be made to procedure or practice to help prevent similar events in the future.

Appendix 1

ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead Role

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

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

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

The Designated Safeguarding Lead is responsible for the following:

Referrals, Tracking and Monitoring

The Designated Safeguarding Lead will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the Head Teacher/principal (where the Designated Safeguarding Lead role is not carried out by the Head Teacher) to inform him/her of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role.
- Maintain an overview of all children about whom there are concerns ie subject to a children protection plan, CiN plan, LAC, CAF or there is a concerns file

Training

The Designated Safeguarding Lead will attend training in order to:

- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.

- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Ensure each member of staff has access to and understands this policy especially new or part-time staff who may work with different educational establishments.
- Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Be proactive in identifying suitable training courses that would develop and enhance their knowledge and attend any relevant or refresher training courses at least every two years.

Raising Awareness

The Designated Safeguarding Lead will:

- Ensure the school's safeguarding and child protection policy is updated and reviewed annually, and work with the Board / proprietor regarding this.
- Contribute to any development work within the school.
- Ensure parents have access to copies of the safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Ensure when children leave the school, that their safeguarding/child protection file is discussed with the Designated Safeguarding Lead at the new school, as soon as possible and make sure that the concern file is transferred separately from the main pupil file. This file will document all concerns as well as child protection and safeguarding concerns.
- The Designated Safeguarding Lead will also be responsible for online safety.

Roles and Responsibilities of the Head Teacher

The Head Teacher will ensure that:

- The policies and procedures adopted by the Board are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

Roles and Responsibilities of our Board

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

- Ensuring that the school has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them.
- Ensuring there is an individual member of the board to champion child protection issues within the school, liaise with the Head Teacher about them, and provide information and reports to the board. However, it will not be appropriate for that person to take the lead in dealing with allegations of abuse made against the Head Teacher. That is more properly the role of the chair of the board or, in the absence of a chair, the vice chair.
- Ensuring that the board is collectively responsible for the school's safeguarding arrangements. All members of the board will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring that the Head Teacher, and all other staff who work with children, undertake training which is kept up-to-date by refresher training at three yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.

Appendix 2

Identifying Concerns

All members of staff, volunteers and directors will know how to respond to a pupil who discloses abuse, and will be familiar with procedures to be followed.

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

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child – eg. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Question normally without pressurising and only using open questions.
- Staff will not put words in the child's mouth but note the main points carefully.
- A full written record will be kept by the staff and all duly signed, dated including the time the conversation with the child took place, outline what was said, the child's body language, etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.

Appendix 3

Confidentiality

- We recognise that all matters relating to child protection are confidential. However, a member of staff must never guarantee confidentiality to a student.
- Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to Children's Social Care.
- The Head Teacher/Designated Safeguarding Lead will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff only on a 'need to know' basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Appendix 4 Possible signs of Abuse

Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

Possible Signs of Emotional Abuse

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

Possible Signs of Sexual Abuse

- Demonstrate sexual knowledge or behavior inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal area
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

Possible Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes
- Bed wetting