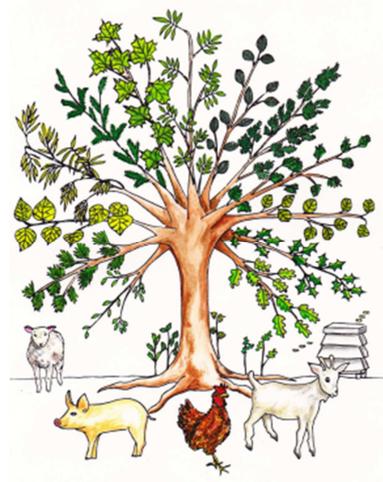


Edwalton Primary School

WHOLE SCHOOL POLICY FOR CHILD PROTECTION AND TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN



Designated teachers: Anthony Thomas/Trish Gilbert/Annabel Holmes

Designated person:

Katie Yapp

Governor with responsibility for Safeguarding:

Jenny le Mare

Safer Recruitment checks:

Anthony Thomas

Policy updated November 2017

Policy adopted at Full Governing Body Meeting 29.11.17

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To be reviewed November 2018

Chair of Governors

INTRODUCTION

Edwalton Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

There are five main elements to our Child Protection policy:

- Prevention - Providing a safe environment in which children can learn and develop, teaching and pastoral support to pupils.
- Safer Recruitment - Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Protection - Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse. Ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- Support - Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Information - Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe. Working with parents and ensuring appropriate communications and actions are taken.

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

Edwalton Primary School recognises its responsibilities for safeguarding children and protecting them from harm. This Child Protection Policy will be reviewed by the Pupils and Personnel Committee of the Governing Body.

| Role | Name | Contact Details |
|--|---|-----------------|
| Designated Governor for Child Protection | Jenny le Mare | 0115 9144221 |
| Designated Senior Person for Child Protection | Anthony Thomas | 0115 9144221 |
| Designated Deputy Persons for Child Protection | Trish Gilbert Annabel Holmes Katie Yapp | 0115 9144221 |
| LA Child Protection Contact/LADO | Eva Callaghan | 01623 433169 |
| MASH (Multi-agency Safeguarding Hub) | | 0300 500 80 90 |

Edwalton Primary School's Commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff hope that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff. In addition to this we also have an in house counseling service available for children who we feel need more specialist support.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school with whom they can approach if they are worried or are in difficulty.
- Include opportunities in the PSHE or SRE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
 - availability of local and online advice,
 - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
 - developing healthy relationships and awareness of domestic violence, bullying and abuse,
 - recognising how pressure from others can affect their behaviour.
 - Take all reasonable measures to ensure risks of harm to children's welfare are minimised.
 - Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
 - Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
 - Promote pupil health and safety.
 - Promote safe practice and challenge unsafe practice.
 - Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2016, part 3 pages 40-50), and the NSCB Local Inter-agency Procedures
 - Provide first aid and meet the health needs of children with medical conditions.
 - Ensure school site security.
 - Address drugs and substance misuse issues.
 - Support and plan for young people in custody and their resettlement back into the community.
 - Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
 - Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.
 - Provide children with access to specialist in house counseling, or support from external agencies, if required.
 - Support children in learning to safeguard themselves or act appropriately if they are a bystander to an incident or have a concern about themselves or others.

Our policy applies to all staff, governors and volunteers working at Edwalton Primary School and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Board.

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school's safeguarding and child protection policy on the school website <http://edwalton.4dsite.com/> in the Parents section under Policies.

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education July 2015/September 2016, which are incorporated into this policy.

SAFEGUARDING

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

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

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

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

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Racist homophobic or transphobic abuse.
- Extremist behaviour ie radicalisation
- Child sexual exploitation.
- Sexting.
- Gender based violence (Violence against Women and Girls - VAWG),
- Hate,
- Mental health,
- Missing children and adults,
- Private fostering
- Faith abuse
- Trafficking
- Children missing in education
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Particular issues affecting children including domestic violence, sexual exploitations, female genital mutilations, honour based violence and forced marriage.
- Peer to peer abuse
- Additional safeguarding vulnerabilities for learners with SEN and disabilities

Edwalton Primary School is a diverse, multicultural school. Our safeguarding procedures are robust and staff are vigilant in fulfilling their statutory safeguarding duties. We support and signpost vulnerable parents within our community, but always put the need of the child first.

Due to the safeguarding training and explicit internal procedure we regularly revisit staff safeguard our children and are able to recognise concerns appropriate to our context including:

- Domestic Violence
- Alcoholism & drug abuse issues
- Radicalisation
- FGM
- CSE

Our DSL team meet regularly to discuss the above concerns and any other identified risks amongst individual families or the wider community. Signs and symptoms staff might notice are identified in Appendix 16 .

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

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

Where staff or others need to raise concerns, these can be to the Headteacher or Deputy Designated Persons for safeguarding who will coordinate a response. Concerns can be raised directly with Children's Social Care but we would advocate contact with the Headteacher or Deputy Designated Persons first without building in too much delay. We aim to work quickly in reporting concerns in line with advice from Serious Case reviews as suggested in Keeping Children Safe in Education 2016.

The Deputy Designated Safeguarding leads or Headteacher who are familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

Roles and Responsibilities

Everyone

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

Teachers (including NQTs) and Headteachers – Professional duty

The Teacher's Standards 2012 remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties. As of 2016, professionals in Education also have a duty to report abuse or concerns about abuse. It is imperative that staff are prompt and clear in their duty to report concerns in line with this policy.

Senior Designated Person

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

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

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

The Senior Designated Person will:

- Be a member of staff from the leadership team and will have this role and its responsibilities explicit within their job description. There will always be cover for this role.
- They will have the appropriate authority, time, training, funding and resources and support to:
 - Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
 - Provide support, advice and expertise to other staff including deciding when to make referrals to children's social care or other agencies.
 - Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016.
 - Refer cases of suspected abuse or allegations to the relevant investigating agencies.
 - Liaise with the Head to inform him of any issues and ongoing investigations.
 - Maintain an overview of all children about whom there are concerns ie subject to a child protection plan, CIN plan, CLA, PEP, EHAF, TAC or there is a concerns file.
- Attend training, including updated child protection training every two years and Safeguarding updates (at least annually) in order to:
 - Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so. Be proactive about own learning.
- Raise awareness
 - Ensure each member of staff has access to, and understands this policy, especially new or part-time staff who may work with different educational establishments.
 - Ensure all staff 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.
 - Share records when pupils transfer schools.

Head

The Head will ensure that:

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

- The Head will ensure all staff have access to and read: the Whole School Child Protection Policy (Welfare of the Child), the staff behaviour/conduct policy, NCC HR Contact between Staff and Pupils Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education guidance 2016, Part one, as a requirement.

Roles and Responsibilities of our Governing Body

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

- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2015/Keeping Children Safe in Education, 2016) as well as with local NSCB guidance and monitor the school's compliance with them.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Ensuring there is an individual member of the governing body to champion child protection issues within the school.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring the Head and all other staff who work with children, undertake training which is kept up-to-date by refresher training at three yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
- Ensuring a response if there is an allegation against the Head by liaising with the LADO or other appropriate officers within the local authority.
- Ensure appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future.

The nominated Governor for child protection is **Jenny le Mare**.

The LA Child Protection contact is: **Eva Callaghan**.

Safeguarding Children in Education Officer

Nottinghamshire CYPS

North Base, Meadow House

Littleworth

Mansfield, Notts

NG18 2TP

01623 433169

eva.callaghan@nottscc.gov.uk

The Policy

There are five main elements to our Child Protection policy:

- Prevention - Providing a safe environment in which children can learn and develop, teaching and pastoral support to pupils.
- Safer Recruitment - Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Protection - Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse. Ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- Support - Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Information - Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe. Working with parents and ensuring appropriate communications and actions are taken.

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

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
 - availability of local and online advice
 - recognising and managing risks including online, sexual exploitation 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 pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2016 Page 40 and the NSCB Local Inter-agency Procedures http://nottinghamshirescb.proceduresonline.com/core/p_alleg_against_staff.html)
- Provide first aid and meet the health needs of children with medical conditions.

- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2016 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 persons 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 pupil 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 pupil 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.

Tackling Extremism and Radicalisation: Prevent agenda

In accordance with the Counter Terrorism and Security Act 2015 and in line with our duties under the KCSIE guidance (July, 2015), we will help support pupils who may be vulnerable to influences of extremist ideology or radicalisation as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will seek to ensure that pupil is offered mentoring. In such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism (eg Channel - see contacts in flowchart in Appendix 14). This will be in accordance to our Tackling Extremism and Radicalisation Prevent Policy (2015).

However, staff at Edwalton Primary School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue, there may be some instances where a child or children may be at direct risk or harm or neglect. For example, this could be due to a child displaying risky behaviours in terms of activities they are involved in or the groups that they are associated with or staff may be aware of information about a child's family that may equally put a child at risk of harm.

Therefore, all adults working in Edwalton Primary School (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead (Anthony Thomas (DSP/Headteacher), Annabel Holmes (DSP/SENCO) Trish Gilbert (DSP/ Safeguarding HLTA) or Katie Yapp (DSP/School Business Manager), including any harm through extremism or radicalisation. They will receive guidance in identifying indicators of radicalisation and extremism in the Induction for Safeguarding (see Appendix 13) and through online Channel training at http://course.ncalt.com/Channel_General_Awareness/01/index.html. The procedure outlined in the Tackling Extremism and Radicalisation Prevent Policy will then be followed.

SAFEGUARDING

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Safeguarding and promoting the welfare of children is defined as:

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- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes
Working Together to Safeguard Children 2016 (page 5)

In line with KCSIE 2016, two key principles underpin our safeguarding arrangements in school and locally: Safeguarding is EVERYONE's responsibility and that safeguarding should be based in a child-centred approach, understanding children's needs and views.

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

- Pupils' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.

- Appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Racist homophobic or transphobic abuse.
- Extremist behaviour ie radicalisation
- Child sexual exploitation.
- Sexting.
- Gender based violence (Violence against Women and Girls - VAWG),
- Hate,
- Mental health,
- Missing children and adults,
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- Faith abuse
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Due to the safeguarding training and explicit internal procedure we regularly revisit staff safeguard our children and are able to recognise concerns appropriate to our context including:

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- Alcoholism & drug abuse issues
- Radicalisation
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- CSE

Our DSL team meet regularly to discuss the above concerns and any other identified risks amongst individual families or the wider community. Signs and symptoms staff might notice are identified in Appendix 16.

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

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

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

The designated safeguarding lead or Head who is familiar with national and local guidance will share concerns, where appropriate, with the relevant 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 pupil through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil 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 pupil such as Children's Social Care (in line with the Pathway to Provision), behaviour and attendance service and education psychology service, use of Complex Case Resolution Meetings (which have replaced JATs) and the Early Help Assessment Form (EHAF), etc.
- We recognise that some groups of children are especially vulnerable, especially disabled, SEN, young carers, pupils showing signs of anti-social or criminal behaviour, families with circumstances presenting challenges for the child (eg substance abuse, adult mental health issues or domestic violence), children returning home from care, children showing early signs of neglect or abuse. Children with such issues are identified and families are supported through liaison with other agencies (eg EHAF)
- The importance of a co-ordinated approach to information sharing between all professionals is highlighted on page 16 of KCSIE 2016 relating to Working Together to Safeguard Children advice on Multi-agency working. We aim to work closely with colleagues in school and in external agencies, to ensure sharing of information in a timely way, with all professionals alert to the needs of children and any risks that abusers or potential abusers may pose.
- Ensuring that, where a pupil leaves and is subject to a child protection plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed. A record of the file transfer will be kept securely by the school.
- Children will be taught in the curriculum to safeguard themselves and to report concerns for themselves or others to staff. This should include online learning and filters should be set in a way to

facilitate this within a safe environment in applying e-safety, as well as learning about other issues, such as NSPCC sessions on inappropriate touching and Drug, Sex and Relationship education. Use of CEOP materials are integral to teaching e-safety in school and for staff training.

Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with NCC HR Guidance found on WIRED (if schools have bought in to the service) and from DfE Keeping Children Safe in Education 2016, Part Three Safer Recruitment on pages 22-29.
- Checks and references are an essential part of this process. (See flowchart on KCSIE 2016 page 30)
- 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.
- NCC HR and the Safeguarding Children in Education Officer advise all schools should consider adopting 'Contact Between Staff and Pupils Outside the Usual Work Context' policy 2009, this is to be reviewed and updated in due course but remains current and has been agreed with Teaching Unions.
- Staff Code of Conduct (Staff behaviour Policy) developed by NCC HR was adopted in September 2014.
- In the event of any complaint or allegation against a member of staff, the Headteacher (or the Senior/Deputy Designated Person) if the Headteacher is not present, should be notified immediately. If it relates to the Headteacher, the chair of governors should be informed without delay. (See KCSIE 2016 Part Three pages 40-50 for guidance regarding Allegations against staff)
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the LA Child Protection Officer (SCiEO/LADO) and NCC HR where appropriate to the leadership team.
- In KCSIE July 2016, a reference to a recent DfE guidance document on information sharing for practitioners providing safeguarding services (page 16 of the KCSIE 2016 guidance) was added, along with the addition of the requirement for all organisations with safeguarding responsibilities, including all schools, to have in place whistle-blowing procedures (page 9 KCSIE 2016). There is a school policy for Whistleblowing, which is displayed in the staffroom, and the NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk
- At Edwalton, Whistleblowing is integrated into training and codes of conduct (pages 53 and 55 of the July 2015 updated guidance). This is incorporated into our Code of Conduct and Whistleblowing policy and training is conducted for all staff in this as part of their safeguarding and Child Protection training.
- Allegations of abuse against other children are also managed in line with page 19 of the KCSIE 2016 update. Peer on peer abuse should never be passed off as 'banter' or 'part of growing up' and needs to be managed sensitively by staff dealing with such allegations. Peer on peer abuse can take many forms and the child should be listened to and concerns forms completed and passed to DSP. Action to follow may include nurture support for victim or perpetrator, potential parental involvement, possible referral to MASH. Each case should be dealt with individually.
- In July 2015, guidance on prevention of extremism and radicalisation was added to KCSIE on pages 15-17. Our school takes this duty to Prevent very seriously, so all staff have training in Prevent and have access to the latest guidance from NCC and DfE (see Tackling Extremism and Radicalisation Prevent Policy).

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 listed below:

- Accessibility Plan
- Anti-Bullying
- Attendance Policy
- Behaviour Principles Written Statement
- BME and Equality
- Central Record of Recruitment and Vetting Checks
- Complaints Procedure Statement
- Cyber –bullying
- E Safety Policy
- Freedom of Information.
- Female Genital Mutilation (FGM)
- Health and Safety Disability Equality Action Plan
- Home-school Agreement Document#
- The Prevent Duty: Information Sheet 1: Nottinghamshire Referral Pathways.
- Physical intervention/positive handling
- Missing Pupil Policy
- School Access Policy
- School Behaviour
- Sex education
- Special Educational Needs
- Staff Behaviour (Code of Conduct policy)
- Staff Discipline, Conduct and Grievance (procedures for addressing)
- Schools information published on a website
- Guidance on Child Sexual Exploitation (CSE)

All Agencies

- Pathway to Provision (NCC)
- Escalation policy (NCC)
- Guidance for Headteachers and Business Managers when Children are Missing Education
- Inter-agency Safeguarding Children Procedures of the Nottinghamshire Safeguarding Children Board (NSCB) and the Nottingham City Safeguarding Children Board (NCSCB)

Included within the policy are a number of appendices:

- Appendix 1 Roles and Responsibilities
- Appendix 2 Identifying Concerns
- Appendix 3 Confidentiality
- Appendix 4 Records and Monitoring
- Appendix 7 Logging telephone conversations re concerns
- Appendix 8 Body Map
- Appendix 12 Auditing of Pupil Records
- Appendix 13 Induction Check list for Safer Recruitment (2014, NCC HR)
- Appendix 14 Flowchart: Edwalton Child Protection team roles and responsibilities
- Appendix 15 Child Protection leaflet for Supply staff or regular visitors.
- Appendix 16 Identifying concerns
- Appendix 17 Female Genital Mutilation
- Appendix 18 Private Fostering Guidance for Schools

Appendix 1

Roles and Responsibilities

Senior Designated Person Role

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

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

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

Responsibilities of the Senior Designated Person

Referrals, Tracking and Monitoring

The Designated Persons 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 Headteacher/principal (where the Senior Designated Person role is not carried out by the Headteacher) to inform him/her of any issues and ongoing investigations. The Senior Designated Person will ensure there is always cover for this role.
- Maintain an overview of all children about whom there are concerns ie subject to a child protection plan, Children in Need (CiN) plan, Children Looked After (CLA), Special Educational Need or Disability (SEND), have an EHAF or there is a concerns file (*Appendix 9 may assist*).

Training

The Designated Persons will attend training in order to:

- Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Recognise and identify signs of abuse and understand when it is appropriate to make a referral to children's social care.
- 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 as a minimum every two years.

Raising Awareness

The Designated Persons will:

- Keep themselves up to date with national and local safeguarding procedures and ensure staff in the school access regular training and updates, bringing to the attention of the Headteacher and Named Child Protection Governor any shortfalls to enable, resolve and affect positive outcomes.
- Ensure the school's safeguarding and child protection policy is updated and reviewed annually, and work with the governing body/proprietor regarding this.
- Contribute to any development work within the school (*Appendix 10 may assist*).
- 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 Senior Designated Person at the new school, as soon as possible and that it is transferred separately to the main pupil file. This file will document all concerns as well as child protection and safeguarding concerns.

Roles and Responsibilities of the Headteacher (Senior Designated Person)

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Deputy Designated Person and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, NCC HR Contact between Staff and Pupils Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education guidance 2016, Part one, as a requirement.

Roles and Responsibilities of our Governing Body

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

- Ensuring that the school has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them.
- Ensuring there is an individual member of the governing body to champion child protection issues within the school, liaise with the Headteacher about them, and provide information and reports to the governing body. However, it will not be appropriate for that person to take the lead in dealing with allegations of abuse made against the Headteacher. That is more properly the role of the chair of governors or, in the absence of a chair, the vice chair.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring the Headteacher 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 governors will know how to respond to a pupil who discloses abuse, or where others raise concerns about them 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.
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive.
- Staff will not put words in the child's mouth but note the main points carefully.
- **A full written record will be recorded electronically in Safeguard Software, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc. This then triggers an electronic alert which is sent to the DSL team who respond to the concern.**
- 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 Senior Designated Person will be immediately informed electronically via Safeguard Software about the concern, 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 pupil.

Where there is a child protection concern it will be passed immediately to the Designated Senior Person and/or to Children's Social Care.

The Headteacher or Designated Senior/Deputy Person will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, 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

Records and Monitoring

Any concerns about a child will be recorded promptly and as soon as practically possible and before the close of the school day. Staff are instructed to inform the DSL team verbally of any concerns in advance of recording the incident electronically on Safeguard Software, in order for the DSL to take the appropriate action. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be checked and responses recorded within Safeguard Software by the DSL who is responding to the particular concern to ensure that each concern is followed through.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the concern folder in the SENCO office prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant. This is all done electronically through Safeguard Software.

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

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file exists (or a similar and consistent coding). Should extra information be held regarding a child who is not on Child Protection, a **red E** in the top right hand corner will denote a separate file, which is additional information, but not with Social Care involvement.

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

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

The concerns file

The establishment of a 'concern' file, either secure online (Safeguard Software) or historic paper file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an

accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in school (named designated person). Safeguarding is to protect all pupils from harm, whilst Child Protection refers to a risk of immediate harm or danger to the child. There is a separate policy in school for Managing Bereavement in School.

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

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

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

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

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

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

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

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

Recording Practice

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

A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern. ***NB These are to be found in the Appendix (front sheet (5), chronology and body maps).***

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

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

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

Appendix 5



INFORMATION/FRONT SHEET

| | | | | | |
|---|------------------------------|--|-------------------------------|-------------------|--|
| Name: | | DOB: | Class: | Ethnicity: | |
| Home Address: | | | Telephone: e mail: | | |
| Status of file and dates: | | | | | |
| OPEN | | | | | |
| CLOSED | | | | | |
| TRANSFER | | | | | |
| Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO? | | | | | |
| Members of household | | | | | |
| Name | Age/DOB | Relationship to child | Home work | Contact No | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Significant Others (relatives, carers, friends, child minders, etc) | | | | | |
| Name | Relationship to child | | Address | Tel No | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Other Agency Involvement | | | | | |
| Name of officer/person | Role and Agency | Status of Child ie EHAF/CPP/LAC/CiN | Tel No | Date | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Other relevant information (Receipt of PP/FSM, SEN, CLA/ Post adoption, Restraining orders (give date of latest). | | | | | |
| | | | | | |

Appendix 6 Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)



| | | |
|---|------------------------------------|---------------|
| Pupil's Name: | Date of Birth: | Class: |
| Date and Time of Incident: | Date and Time (of writing): | |
| Name: | | |
| Print | Signature | |
| Job Title: | | |
| Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses? | | |
| Professional opinion where relevant (how and why might this has happened) | | |
| Note actions, including names of anyone to whom your information was passed. | | |
| Any other relevant information (distinguish between fact and opinion). | | |

Check to make sure your report is clear to someone else reading it. Please pass this form to your Designated Person for Child Protection.

Part 2 (for use by Designated Person)

| | |
|--|--|
| <p>Time and date information received by DP, and from whom.</p> | |
| <p>Any advice sought by DP (date, time, name, role, organisation and advice given).</p> | |
| <p>Action taken (referral to MASH/children’s social care/monitoring advice given to appropriate staff/EHAF etc) with reasons.</p> <p>Note time, date, names, who information shared with and when etc.</p> | |
| <p>Parent’s informed Y/N and reasons.</p> | |
| <p>Outcome</p> <p>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</p> | |
| <p>Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?</p> | |
| <p>Should a concern/ confidential file be commenced if there is not already one? Why?</p> | |
| <p>Signed</p> | |
| <p>Printed Name</p> | |

Appendix 7 Logging concerns/information shared by others external to the school (Pass to DP)



| | |
|--|---|
| Pupil's Name: | Date of Birth: |
| | FORM: |
| Date and Time of Incident: | Date and Time of receipt of information: |
| | Via letter / telephone etc? |
| Recipient (and role) of information: | |
| Name of caller/provider of information: | |
| Organisation/agency/role: | |
| Contact details (telephone number/address/e-mail) | |
| Relationship to the child/family: | |
| Information received: | |
| | |
| Actions/Recommendations for the school: | |
| | |
| Outcome: | |
| | |
| Name: | |
| Signature: | |
| Date and time completed: | |
| Counter Signed by Designated Person | |
| Name: | |
| Date and time: | |

Appendix 8

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

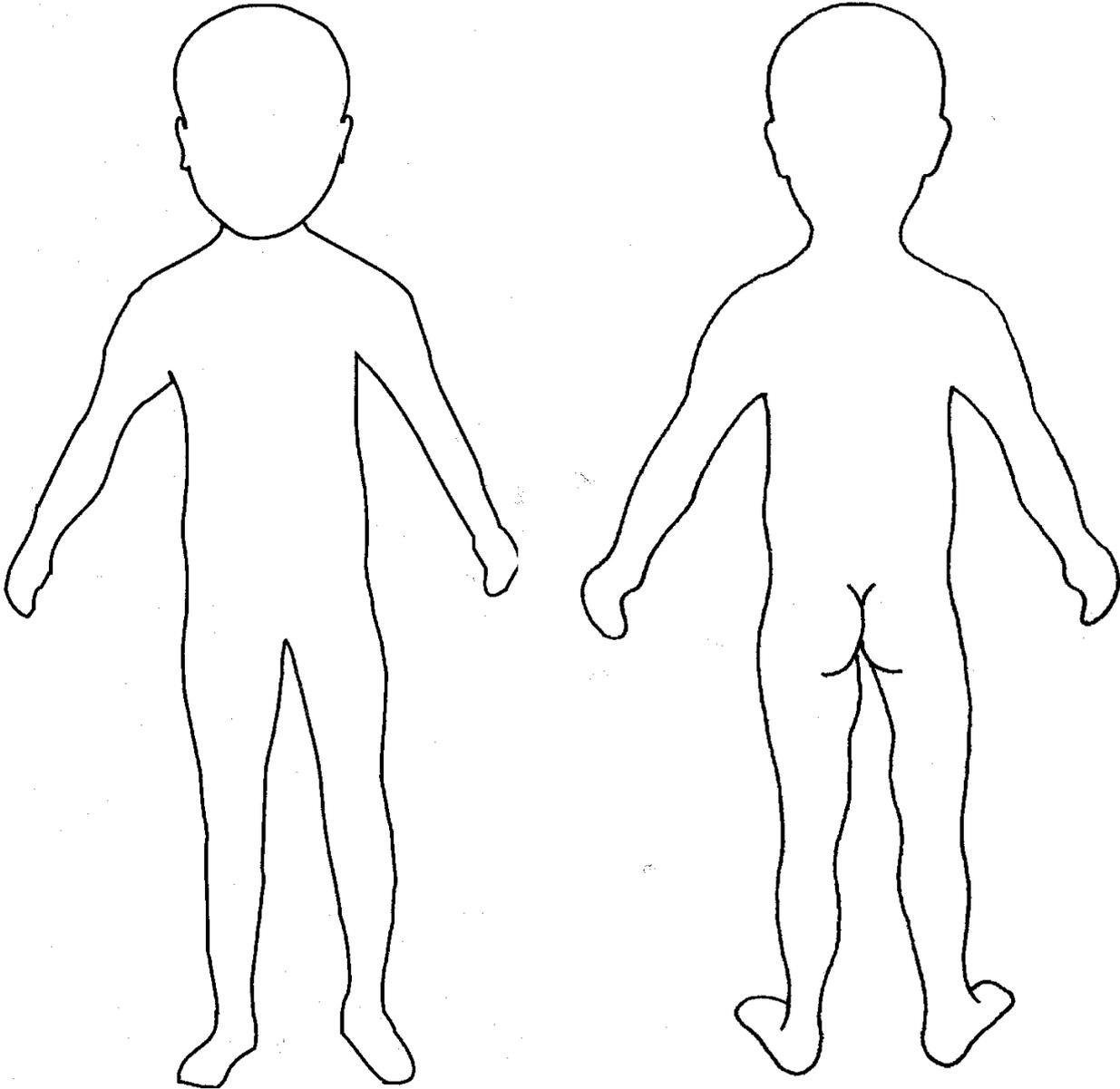
BODYMAP

(This must be completed at time of observation)

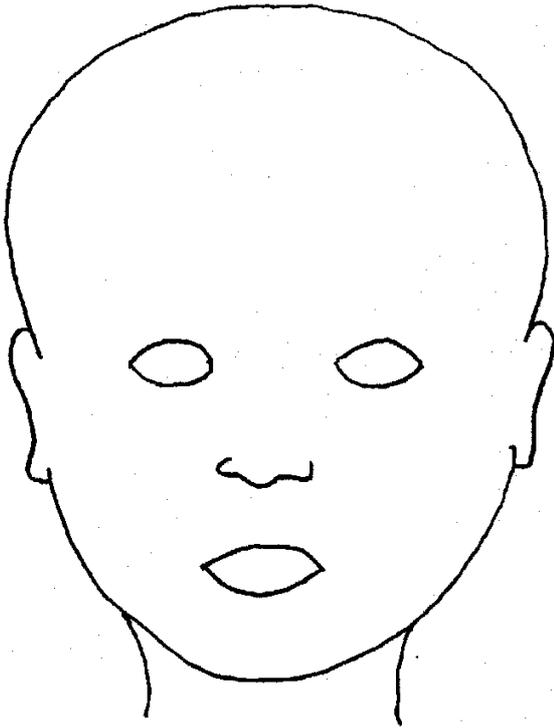
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

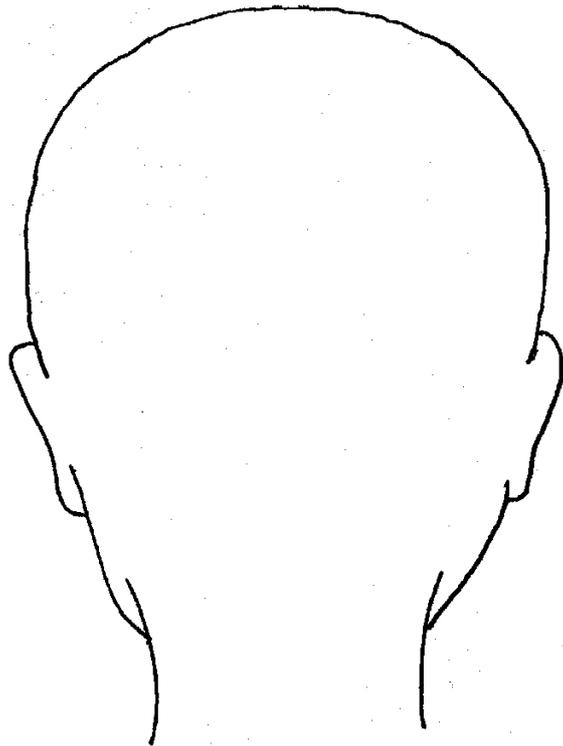
Date and time of observation: _____



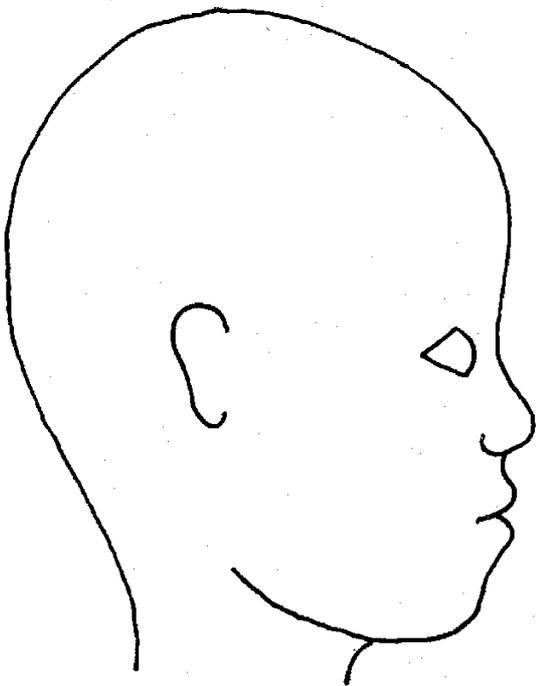
Name of Child: _____ Date of observation: _____



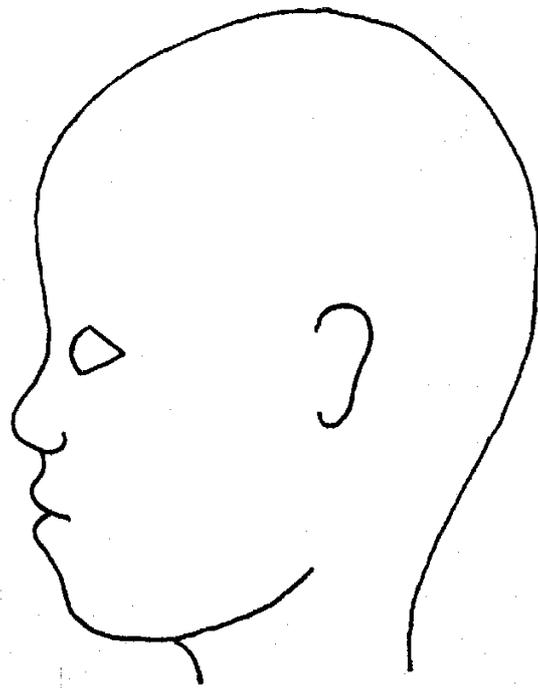
FRONT



BACK

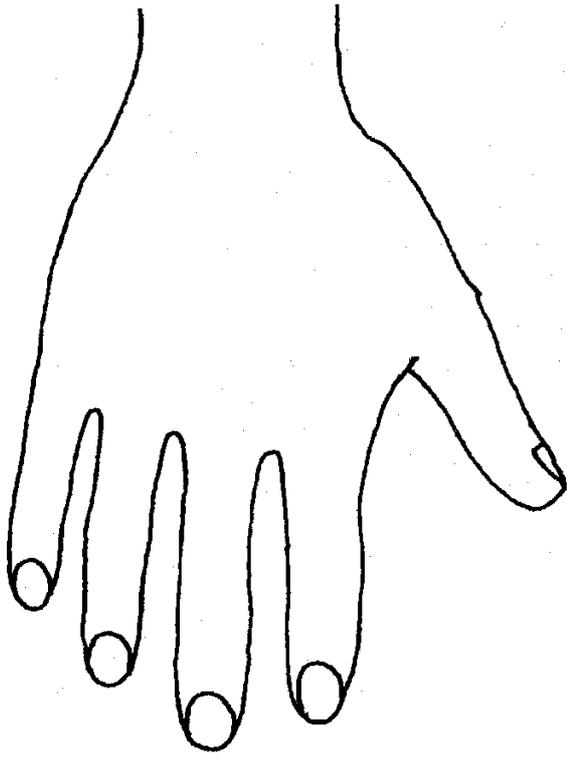


RIGHT

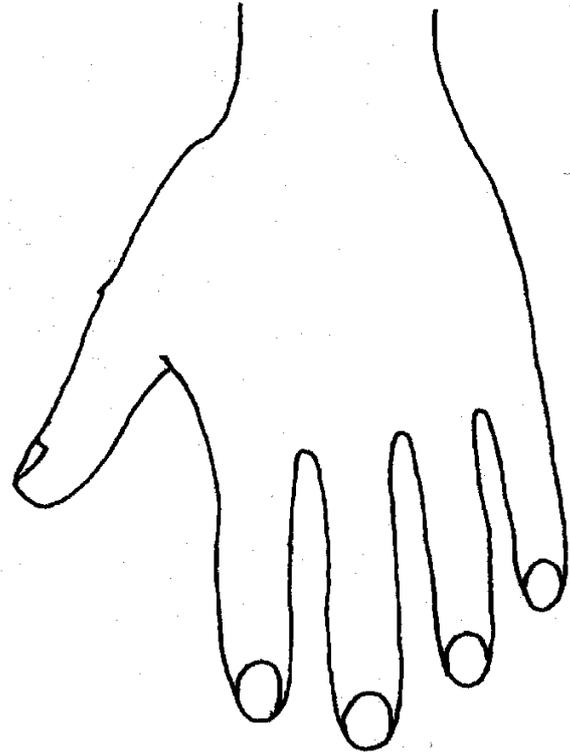


LEFT

Name of Child: _____ Date of observation: _____

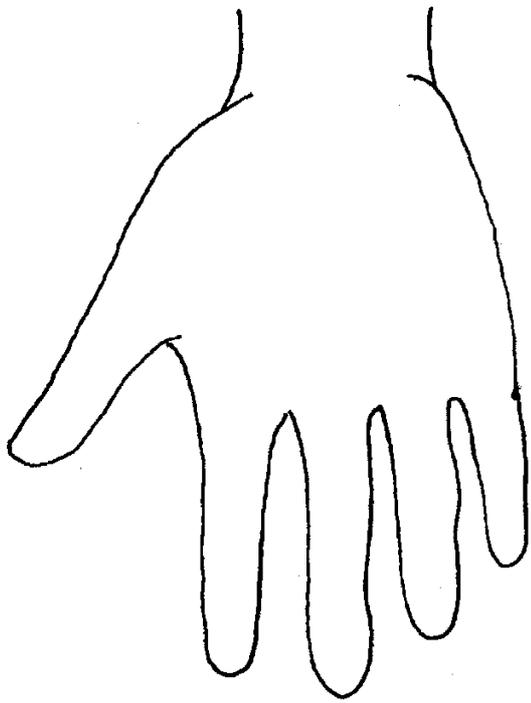


R



L

BACK



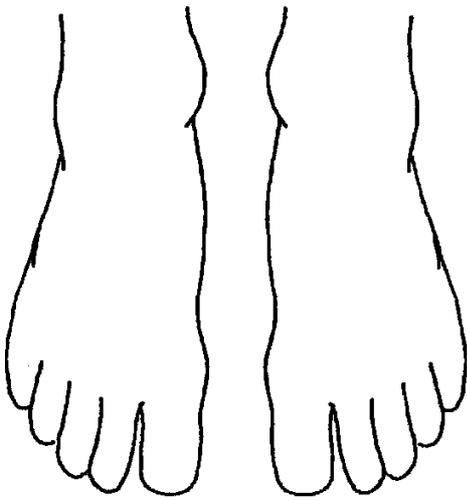
R



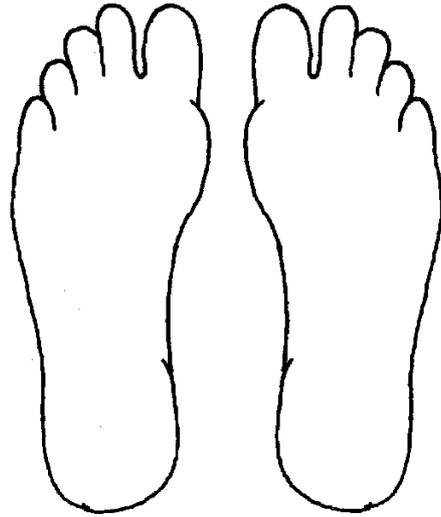
L

PALM

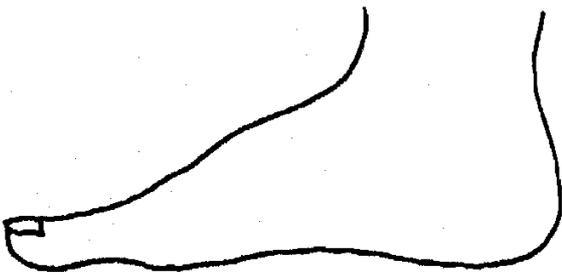
Name of Child: _____ Date of observation: _____



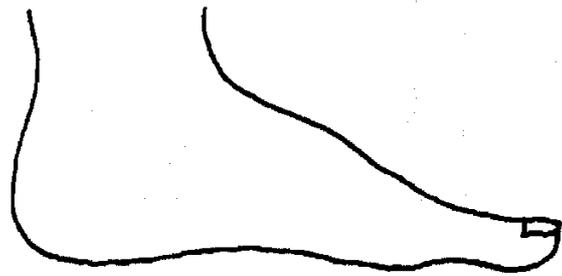
R TOP L



R BOTTOM L

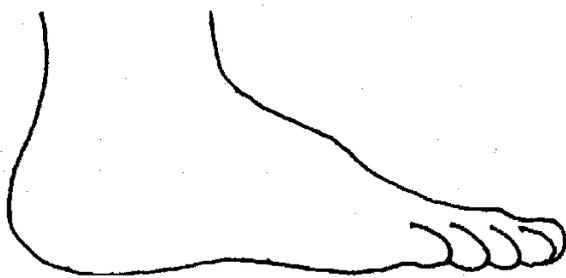


R

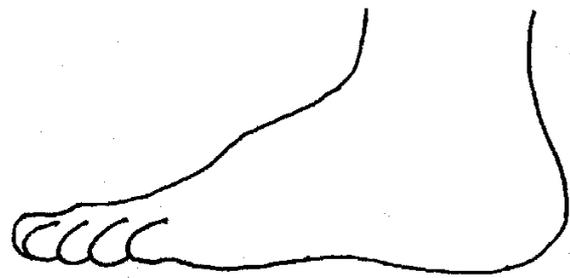


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Appendix 12

Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year. Guidelines for conducting such an audit are contained below and referred to in the Clerks briefing paper as Question 17.

Governor Compliance Checklist 2014-2015 Question number 17

Auditing your school's record keeping.

Good record keeping is not bureaucracy it is safeguarding!

Background: Recent serious case reviews and domestic homicide reviews in Nottinghamshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the Headteacher, Deputy Headteacher, Senior Designated Person, Deputy Designated Person, lead governor for safeguarding or any combination of these people.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Checklist:

To guide an audit of 'concern files' this checklist will help to identify key issues.

| | Yes/No | Follow up action/further information |
|---|---------------|---|
| Does the child's main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.) | | |
| Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.) | | |
| Does the concern file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family? | | |
| Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's main pupil file and then transferred when the threshold for concern is reached and a 'concern file' is opened. | | |
| Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry? | | |
| Have staff made use of the 'logging a concern' template or a similar school template to help them record issues? | | |
| Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records. | | |
| Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom? | | |
| Is there evidence that the school's Senior Designated Person has reviewed the file and discussed the child with relevant staff? | | |
| Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an EHAF or referral to another agency. Have these actions been followed through? | | |

| | | |
|--|--|--|
| <p>If meetings relating to the child and their family have been called did school:</p> <ul style="list-style-type: none"> i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues. | | |
| <p>If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?</p> | | |
| <p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <ul style="list-style-type: none"> i) If the pupil concerned has transferred in from another school is there evidence that the Senior Designated Person from this school and previous school discussed the pupil at transfer and that a note was made of that discussion. ii) For a pupil of concern who moved out recently did the Senior Designated Person make contact with the new Senior Designated Person at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received? | | |

Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.

Appendix 13



Induction Checklist for Safeguarding

Name of Employee.....

Name of School.....

Name of head teacher/line manager.....

This checklist should be used for all school based employees and volunteers, including governors. Please also refer to the Induction of School Staff policy on Wired .

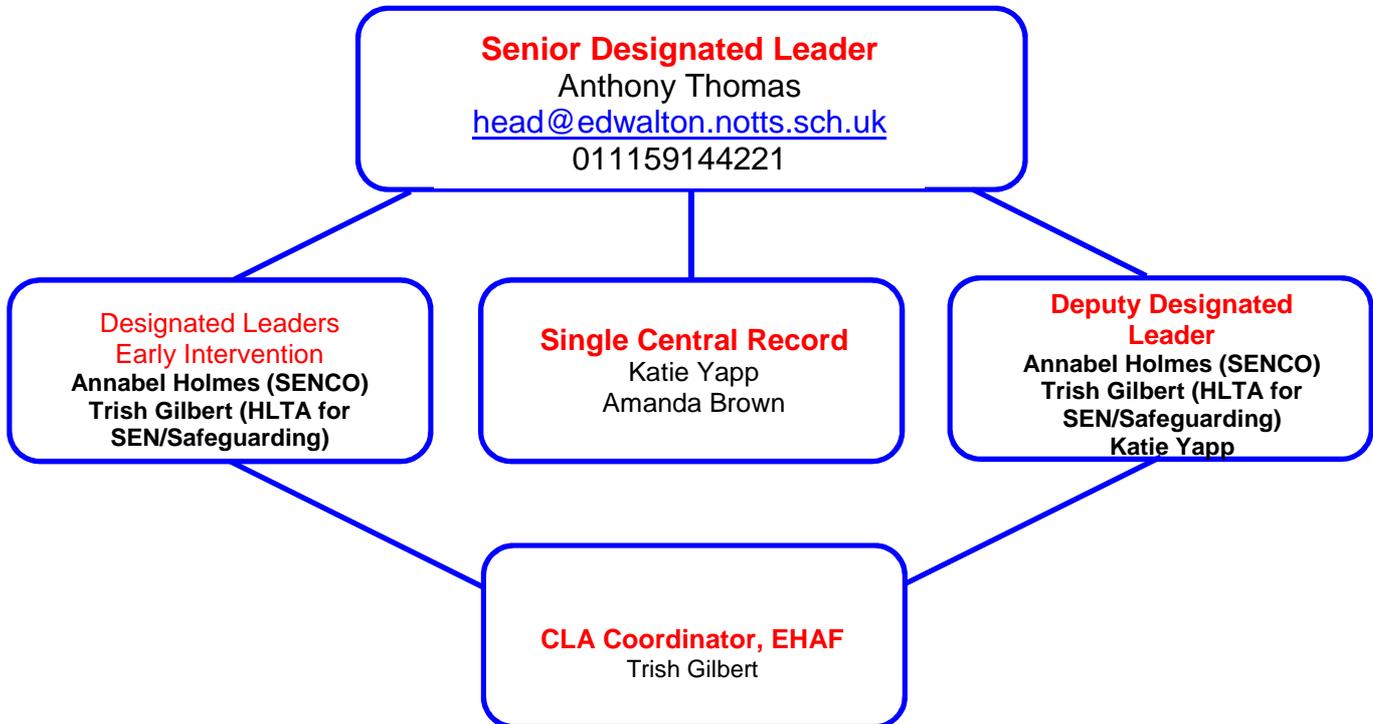
| | <u>Check</u> |
|--|--------------------------|
| 1. Employee informed that the senior designated safeguarding lead in school is..... | <input type="checkbox"/> |
| 2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent | <input type="checkbox"/> |
| 3. Advised of and discussed the following school policies, covering the agreed procedures and expectations of staff under each one <ul style="list-style-type: none"> - Code of conduct / Staff Behaviour Policy - Anti-bullying - Anti-racism - Homophobic and Transphobic - Physical intervention - Internet safety (including social media) - Contact between staff and pupils outside the usual work context - Whole schools child protection policy and appendix templates - Allegations of abuse made against teachers and other staff – school/LA policies - Any other relevant policy as determined by the head teacher, governing body or DfE | <input type="checkbox"/> |
| 4. Advised of and discussed all statutory guidance for schools and the responsibility of staff within them. <ul style="list-style-type: none"> - Keeping Children Safe in Education July 2016 (senior designated lead officer will ensure all staff read and have a copy of at least part one of Keeping Children Safe in Education 2016.) - All staff must be aware of their legal responsibility in the Prevent agenda and in preventing Female Genital Mutilation as outlined in KCSiE July 2016 - New staff should complete the online Prevent and Channel training at http://course.ncalt.com/Channel_General_Awareness/01/index.html which takes approximately 20 minutes) and give a copy of their certificate to the office for safeguarding record keeping. - Working Together to Safeguard Children 2016 - Dealing with Allegations of Abuse made against Teachers and other Staff (KCSiE 2016) | <input type="checkbox"/> |
| 5. Advised and discussed the Nottinghamshire and Nottingham City Safeguarding | <input type="checkbox"/> |

| | |
|--|--------------------------|
| Children Boards' Safeguarding Children's Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscb | |
| 6. Advised of and discussed the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the standards, 3 rd bullet point) | <input type="checkbox"/> |
| 7. Arranged safeguarding training as detailed in Keeping Children Safe in Education 2016 and the NSCB Training programme 2016/17 found at www.nottinghamshire.gov.uk/nscb | <input type="checkbox"/> |
| Head teacher/line manager signature:.....Date: | |
| Employee signature..... Date: | |

| | |
|----------------------------|--------------------------------------|
| Date policy updated | 1st September 2016 |
| Review date | As per legislative changes |

Appendix 14

Edwalton Primary School Safeguarding and Child Protection Team



Local Education Authority Contact

Eva Callaghan

01623 433169

eva.callaghan@nottsc.gov.uk

Governor with Responsibility for Child Protection and Safeguarding

Jenny le Mare

Governor with Responsibility for Child Protection and Safer Recruitment

IT Systems Manager with responsibility for E –Safety

Dan Thompson

Prevent Liaison Contact

Youth Offending Team

Team Manager John Evans, tel: 0115 9774774

MASH Contact details – 0300 5008090

mash.safeguarding@nottsc.gcsx.gov.uk

Appendix 15: Child Protection leaflet for Supply Staff and regular visitors

Child Protection Advice

As a school we are committed to safeguarding and meeting the needs of children and we hope this leaflet will provide some useful advice and information when working with children at [Edwalton](#).

What are my responsibilities?

All those who come into contact with children through their every day work whether paid or voluntary have a duty to safeguard and promote the welfare of children.

[Edwalton](#) School has a Safeguarding Policy and a copy is available [on the safeguarding wall in the staffroom](#).

What should I do if I am worried about a child?

If whilst working with a child you become concerned about:

- Comments made by a child
 - Marks or bruising on a child
 - Changes in the child's behaviour or demeanour
- Please report these concerns to the class teacher or year group teacher, who if they feel it is appropriate will pass the information on to the school's Senior Designated Person for Safeguarding.

What should I do if a child discloses that s/he is being harmed?

Although the likelihood of this is small it is important to know what to do in such an eventuality as children rarely lie about such matters

- Listen to what is being said without displaying shock or disbelief; accept what is being said
- Allow the child to talk freely
- Reassure the child, but do not make promises that might not be possible to keep
- Do not promise confidentiality but explain to the child that you may have to tell their teacher or Headteacher in order that they can provide appropriate help

- **Do not interrogate the child or ask leading questions**
- Reassure the pupil that it is not their fault Stress that it was the right thing to tell
- Do not ask the child to write a statement
- Do not criticise the alleged perpetrator

Immediately record details of the disclosure, including wherever possible the exact words or phrases used by the child. Forms for the recording of information of this nature are available on the [staffroom safeguarding wall](#) and should be completed and returned to the Senior Designated Person for Safeguarding to enable the matter to be dealt with in the most appropriate way. **Please ensure you have signed and dated the record.**

What should I do if the alleged abuser is a member of the school staff?

You should report such allegations to the Headteacher.

What should I do if the alleged abuser is the Headteacher?

You should report such allegations to the Chair of Governors.

How do I ensure that my behaviour is always appropriate?

Appropriate relationships with children should be based on mutual trust and respect. As a volunteer or regular visitor you may well be working closely with children sometimes on a one to one basis. Children, especially when they are young, are often spontaneously affectionate and tactile and it is important not to alienate them through lack of response or by appearing to reject this. You should, however, be careful about physical contact with pupils.

If you are working with a pupil on his/her own always ensure that the door is left open or that you can be visible to others.

Do not photograph pupils, unless requested to by the class teacher, exchange e-mails or text messages, or give out your own personal details. Any unprofessional contact with pupils (e.g. through a social networking site) may leave you vulnerable to an allegation of a abuse being made against you.

Please help us to safeguard the children in our care by following these guidelines.

No child should suffer harm, either at home or at school. Everyone who works in our school has a responsibility to make sure that all our young people are safe.

This leaflet has been given to you to make sure you understand what is expected of you. Please ask the school's Senior Designated Person (SDP) if you are unclear about anything in it, and keep the leaflet in a safe place, so that you can read it again if you need to.

We have a statutory duty to safeguard pupils against extremism and radicalisation. If you have concerns regarding a child in this regard, report your concerns to the DSP. Information about ways to identify risks of extremist ideologies or radicalisation can be found on the [safeguarding wall](#) in the staffroom (The Prevent Agenda).

If you are worried about the safety of any young person in our school, you must report this to the SDP.

What is the Prevent Agenda?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, religious extremists, and other causes.

How does the Prevent strategy apply to schools?

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views in the same way we protect them from drugs or gang violence. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

What does this mean in practice?

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity
- 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, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community.

Visitor acceptable use of ICT policy

I confirm that I will not use my personal equipment (mobile, laptop, tablet or iPad) to take photographs in the school or share what I have seen on social media without permission.

I have read and understood the above and then if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include a warning, banning from the School, referral to Governors and/ or the Academy Trust and in the event of illegal activities the involvement of the police.

Please sign and return this to the office at the start of your visit.

| | |
|------------------|--|
| Name of visitor | |
| Reason for visit | |
| Length of stay | |
| Signature | |
| Date | |



Edwalton Primary School SAFEGUARDING ADVICE FOR VOLUNTEERS, SUPPLY & REGULAR VISITORS

Contacts

Headteacher

Anthony Thomas, Senior Designated Person For Safeguarding (SDP)

Trish Gilbert, Deputy SDP

Annabel Holmes, SENCO

Jennie Le Mare, Governor with Safeguarding Responsibility

Sara Dawson, Chair of Governors

I understand my responsibility to follow safeguarding procedures in **Edwalton Primary School**

(Print Name)

(Signed)

(Date DD/MM/YYYY)

Appendix 16

Identifying Concerns

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

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other.

Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse, and
4. Neglect

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.

Some of the Possible Indicators Could Include:

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

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

Some of the Possible Indicators Could Include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appealing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

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

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

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.

May be recognised by: Acquisition of money, clothes, mobile phones etc without plausible explanation; Gang-association and/or isolation from peers/social networks; Exclusion or unexplained absences from school, college or work; Leaving home/care without explanation and persistently going missing or returning late; Excessive receipt of texts/phone calls; Returning home under the influence of drugs/alcohol; Inappropriate sexualised behaviour for age/sexually transmitted infections; Evidence of/suspicious of physical or sexual assault; Relationships with controlling or significantly older individuals or groups; Multiple callers (unknown adults or peers); Frequenting areas known for sex work; Concerning use of internet or other social media; Increasing secretiveness around behaviours; and Self-harm or significant changes in emotional well-being.

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

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

Appendix 17

Female Genital Mutilation – Revised November 2016

Additional guidance is available on the TETC schools portal and includes information for Honour Based Violence and Forced Marriage.

Guidance Notes for Staff/Governors

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Board procedures [NSCB Procedures FGM](#) which has been informed by the government Multi-Agency Statutory Guidance 2016.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

Although prevalence of FGM within Nottinghamshire is not likely to be high, no local authority area is likely to be free from FGM entirely. Staff and governors therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 which strengthened protection to women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under the age of 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities. In all cases where schools suspect a girl to be at risk they must follow normal safeguarding procedures. Certain times of year present a greater risk to girls from practicing communities.

The 'cutting season' during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all staff and the nominated governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community
- A child may talk about a long holiday to a country where the practice is prevalent
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'
- A child may confide that she is to have a 'special procedure' or to attend a special occasion

- A child may request help, directly or indirectly, from a teacher or another adult
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family
- A girl is withdrawn from PSHE/SRE without any specific reason being given

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing
- Spending longer in the bathroom
- Urinary or menstrual problems
- Prolonged absence and then noticeable behaviour changes
- Reluctance to undergo normal medical examinations
- May confide in a professional but may not be explicit or may be embarrassed

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the DSL who in turn should consult the MASH.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- You have a duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- There will be potential enquiries under Section 47
- Potential police enquiries
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Where you know that FGM has taken place:

You must report this direct to the police in accordance with the mandatory duty.

Appendix 18

Private Fostering Guidance for Schools

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there can be safeguarding issues and children and young people often find it difficult to know who to talk to about their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison
- Children sent to this country, for education or health care, by parents who live overseas
- A child living with a friend's family because they don't get on with their own family
- Children living with a friend's family because of their parents' study or work
- Children staying with another family because their parents have separated or divorced
- Teenagers living with the family of a boyfriend or girlfriend
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Nottinghamshire MASH.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Social Care if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for:

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Lead for Safeguarding (DSL).
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Social Care of the arrangement.

If you believe that a private fostering arrangement has not been reported to Nottingham Social Care you should contact them directly:

Nottinghamshire Multi Agency Safeguarding Hub 0300 500 80 90

[Mon-Thurs: 08.30am -5pm, Fri: 08.30-14]

Emergency Duty out of hours Team 0300 456 4546

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this Child Protection Policy.

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, the Nottinghamshire MASH Team will arrange for an officer to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person. This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required.

Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

- <http://privatefostering.org.uk/>
- ['Child Trafficking and Private Fostering', ECPAT UK](#)