

Gloucester Nursery School



Policy and Procedures on Safeguarding / Child Protection

‘A child centred and coordinated approach to safeguarding’

This policy is reviewed annually by the Governing Body, and was last reviewed on 5th October 2021

Chair of Governors: Sue Lane

Signature:

Date:

Headteacher: Julia Mann

Signature:

Date:

Designated Safeguarding Lead: Julia Mann

Signature:

Date:

Deputy Designated Safeguarding Lead: Kerry Wright

Signature:

Date:

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Named Staff and Initial Contacts

Designated Safeguarding Lead and Designated Teacher for Looked After and Previously Looked After Children: Julia Mann, Head Teacher

Deputy Designated Safeguarding Lead: Kerry Wright

Nominated Safeguarding Governor: Lesley Pollard

Safeguarding, advice and training contacts: Lesley Pollard and Northamptonshire Safeguarding Children Partnership – NSCP.

Notifying Parents

Gloucester Nursery School will ensure the Safeguarding and Child Protection Policy is available publicly via the school website and by other means (See Section 6 Working with Parents/Carers).

Thresholds for Intervention

The DSL, in discussion with the DDSL, will decide on the most appropriate course of action and whether the concerns should be referred to Children's Social Care. (Refer to Northamptonshire Thresholds Guidance). If it is decided to make a referral to Children's Social Care, the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussions and decisions will be recorded in writing. NB: Informing parents does not require seeking their consent to share the information with professionals who need to know.

The DSL will provide guidance on the appropriate action. Options will include:

- Managing any support for the child internally via the school's own pastoral support processes;
- An Early Help Assessment or;
- A referral for statutory services e.g. the child is or might be in need or suffering or likely to suffer significant harm.

Early Help - If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help Assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Any child may benefit from early help but all school staff will be particularly alert to the potential need for early help for a child who:

- Is disabled and has a specific additional need;
- Has SEN (whether or not they have an EHCP);
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour; including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking or exploitation;

- Is at risk of being radicalised or exploited;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Has returned home to their family from care;
- Is a privately fostered child.

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

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

The DSL, or DDSL, will refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.

Safeguarding Referrals must be made in one of the following ways:

We will make a referral to children's social care and/or the police **immediately** if we believe a child is **suffering or likely to suffer from harm, or is in immediate danger**. **Anyone can make a referral**. Staff will tell the DSL as soon as possible if they make a referral directly.

Safeguarding Referrals will be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 7000 (Option 1)**
- By e-mail to: <https://www.nctrust.co.uk/help-and-protection-for-children/Pages/report-a-concern.aspx>
- In an emergency, outside office hours, contact children's social care out of hours' team on **01604 626 938**
- If a child is in immediate danger at any time, left alone or missing, we will contact the police directly and/or an ambulance using **999**

We will complete the online referral form if requested to do so by MASH following the initial discussion.

Safeguarding Referrals to the Multi-Agency Safeguarding Hub

The Multi-Agency Safeguarding Hub (MASH) can advise on whether a family needs early help or whether they meet the threshold for statutory child protection. The MASH deals with referrals from professionals and members of the public who may have concerns about a child's welfare. The MASH makes the process of dealing with referrals quicker and more effective by improving the way that Agencies share information.

For referrals regarding allegations against adults in education contact the Designated Officers (DO)
<http://www.northamptonshirescb.org.uk/health-professionals/taking-action/designated-officer/>

E-mail ladoreferral@nctrust.co.uk or telephone: 01604 362993.

Complex Case Discussions

The aim of these meetings is to provide a responsive service to families and professionals throughout Northamptonshire where a case is considered to be of a complex nature and various support has already been in place without noticeable success. Should this situation arise, the DSL of Gloucester Nursery will complete an online request form detailing the risks and issues and intended outcomes from a case discussion. The family's consent for case discussion will be sought. Decisions on a way forward will be suggested by an Early Help Co-ordinator who will contact the school to offer advice and to agree actions.

[https://northamptonshire-self.achieveservice.com/service/Request a complex case discussion](https://northamptonshire-self.achieveservice.com/service/Request_a_complex_case_discussion)

Signs of Safety

We will use the 'Signs of Safety' international 'partnership model' which was introduced into Northamptonshire in 2018. It is intended to help practitioners work in partnership with families and children, identifying areas that need to change, including worries and risk, while focusing on the family's strengths, resources and networks. It also ensures child voice is a central part of the process.

Other Useful Links

Local

Northamptonshire Safeguarding Children Partnership (NSCP)

Telephone: 01604 364036

www.northamptonshirescb.org.uk

www.northamptonshirescb.org.uk/schools

Thresholds and Pathways document:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/news/thresholds-and-pathways/>

Early Help

<https://www.northamptonshire.gov.uk/search/pages/results.aspx?k=early+help>

DWP – Services Directory (HM Gov/NCC)

Education Inclusion Partnership Team

Online referral form available at:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc>

Community Safety Team, Northamptonshire County Council

Contact Community Safety and Harm Reductions

<https://www3.northamptonshire.gov.uk/councilservices/fire-safety-and-emergencies/community-safety/Pages/default.aspx>

Prevent Officers

DS Andy Blaize

DC Shane O'Brien

DC Jody Williams

Prevent@northants.pnn.police.uk

Safeguarding Adults Advice:

<https://www.northamptonshire.gov.uk/councilservices/adult-social-care/safeguarding/Pages/default.aspx>

National

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

0808 800 5000

Childline:

<http://www.childline.org.uk>

0800 1111

Child Exploitation and Online Protection (CEOP):

<http://ceop.police.uk/>

0870 000 3344

Professionals Online Safety Helpline:

<http://www.saferinternet.org>

helpline@safeinternet.org.uk

0844 3814772

Parents Protect (Safeguarding Information for Parents, Carers and Staff)

www.parentsprotect.co.uk

PREVENT

GOV.UK website

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

NSPCC Whistleblowing Helpline

0800 028 0285

Email: help@nspcc.org.uk

1 Introduction

Safeguarding and promoting the welfare of children is defined as “Protecting children from maltreatment; preventing impairment of children’s **mental and physical health or development**; Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes” (“Keeping Children Safe in Education” 2021).

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

Staff at Gloucester Nursery School are made aware that Safeguarding issues “COULD and DO HAPPEN HERE” and they are trained to understand what possible indicators for abuse and neglect may look like. They will always act in the best interests of the child and will have

a conversation with the DSL or the Deputy DSL when a concern arises. In line with statutory requirements staff understand the difference between a safeguarding concern and one involving **“immediate danger”** or **“at risk of significant harm”**. ‘Harm’ means ill-treatment or the impairment of health or development, including, for example impairment suffered from seeing or hearing the ill-treatment of others. ‘Development’ means physical, intellectual, emotional, social or behavioral development. ‘Health’ means physical or mental health and ill-treatment’ includes sexual abuse and forms of ill-treatment which are not physical. Staff also know their responsibility is always to record concerns in writing on the “Blue Cause for Concern Form”. They are also clear on their responsibility to contact the MASH directly should the need ever arise.

NSCP Mission Statement: For children and young people in Northamptonshire to be as safe as they can be from harm, exploitation and neglect.

NSCP Key Priorities:

- 1. Taking positive action early enough to protect children;**
- 2. To support children, young people and families at risk of exploitation;**
- 3. To work effectively as a partnership and support our staff.**

The aim of this Policy is to ensure that:

- All staff are aware of their statutory responsibilities with respect to safeguarding;
- Staff are properly trained in recognising and reporting safeguarding issues;
- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare.

Safeguarding incidents and /or behaviour can be associated with factors outside the school and /or can occur between children outside the school. All staff, but especially the DSL and DDSL, **will consider** the context within which such incidents and /or behaviours occur.

This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that bear a threat to their safety and/or welfare. As a school we will provide as much information as possible as part of the referral process. This will allow the assessment to consider all available evidence and the full context of any abuse. as possible as part of the referral process.

- 1.1 Gloucester Nursery School fully recognises the contribution it can make to protect children and support them in school. The children’s’ welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our children’s’ welfare, safety and health by fostering an honest, open, caring and supportive climate. We help to promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with staff and the SLT. Staff know who these children are, understand their academic progress and attainment and maintaining a culture of high aspirations for this cohort; support is given to ensure staff can identify some of the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- 1.2 This policy is also based on the following legislation and statutory guidance:-
 - The statutory guidance **“Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges” – September 2021.**

- **The Children Act 1989 and The Children Act 2004 amendment** - [Section 11](#) of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.
- **Section 5B (11) of the Female Genital Mutilation Act 2003**, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children.
- The legal requirements of **The Children and Social Work Act 2017**.
- The government's **"Working Together to Safeguard Children 2018"** which sets out statutory guidance for agencies.
- The government's non-statutory guidance **"What to do if you're worried a child is being abused"** - March 2015, to identify child abuse and neglect and take appropriate action in response.
- The government's **"Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation"** – February 2017.
- The non-statutory government advice **"Information Sharing"** – July 2018.
- The government's **"Prevent Duty for schools"** – July 2015; Updated April 2019
- Statutory guidance on the Prevent duty, which explains schools' duties under the **Counter-Terrorism and Security Act 2015** with respect to protecting people from the risk of radicalisation and extremism. The duties of the **Counter Terrorism and Security Act 2018**.
- Section 175 of the **Education Act 2002**, which places a duty on schools and local authorities to safeguard and promote the welfare of children.
- The **School Staffing (England) Regulations 2009**, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
- The **Sexual Offences Act (2003)**.
- **The Childcare (Disqualification) Regulations 2009 (and 2018 amendment)** and **Childcare Act 2006**, which set out who is disqualified from working with children (All schools with pupils aged under 8).
- **The Children and Social Work Act 2017**.
- **The Voyeurism (Offences) Act 2019**.
- **The Domestic Abuse Act 2021**.
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the **Early Years Foundation Stage** September 2021.

Child protection is part of the definition of Safeguarding in *Keeping Children Safe in Education 2021* and refers to activities undertaken to prevent children suffering, or being likely to suffer,

significant harm. **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. (**Appendix 1 defines neglect in more detail**).

Children includes everyone under the age of 18.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery, **nude** and semi-nude imagery (photos or videos) by children.

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Children's' health and safety and well-being, including their mental health;
- Meeting the needs of children with special educational needs and/or disabilities;
- The use of reasonable force;
- Meeting the needs of children with medical conditions;
- Providing first aid;
- Educational visits;
- Intimate care and emotional wellbeing;
- Online-Safety and associated issues;
- Appropriate arrangements to ensure school security, taking into account the local context;
- Keeping children safe from risks, harm and exploitation.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse;
- Contextualised abuse;
- Bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice based bullying;
- Peer on Peer abuse;
- Racist, disability and homophobic, bi-phobic or transphobic abuse;
- Gender based violence/violence against women and girls;
- Extremist behaviour and/or radicalisation;
- Child sexual exploitation and human trafficking;
- The impact of new technologies, including 'sexting' and accessing pornography;
- Child on Child Sexual Violence and Sexual Harassment;
- Substance misuse;
- Issues which may be specific to a local area or population, for example gang activity and youth violence (County Lines);
- Serious Violence;
- Particular issues affecting children including domestic violence, female genital mutilation and honour-based violence and forced marriage;
- 'Up skirting'- a criminal offence from 2019.

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory

practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities;
- Are young carers;
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- Have English as an additional language;
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation;
- Are asylum seekers;
- Are at risk due to either their own or a family member's mental health needs;
- Are looked after or previously looked after.

1.3 There are four main elements to our Safeguarding/Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to children, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Safeguarding/Child Protection concerns);
- **Support** (to all children and school staff and particularly those children who have increased vulnerability of risk or who may have been abused);
- **Working with parents and carers** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to **all staff, volunteers, governors and visitors** to the school. We recognise that child protection is the responsibility of **everyone**. We ensure that all parents, carers and other working partners are aware of our Safeguarding/Child Protection policy by highlighting it our school prospectus and on our school website, displaying reception area and by raising awareness at meetings with parents and carers.

1.5 **Extended School Activities**

The Governing Body provides activities (breakfast and tea club) directly under the supervision and management of school staff, therefore the school's arrangements for safeguarding and child protection apply.

2 **Safeguarding Commitment**

2.1 Gloucester Nursery School adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff. Gloucester Nursery School provides a variety of opportunities to enable the "Voice of the Child" including "Protective Behaviours" and identified small group and individual work where appropriate.

2.2 Gloucester Nursery School will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty and that children have access to these adults;
- Include in the curriculum, activities, experiences and opportunities which equip children with the skills they need to stay safe from abuse (including online), develop resilience and empowerment and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents, carers and colleagues from other agencies;
- Promote the Early Help agenda in Northamptonshire, incorporating the “Signs of Safety” approach, enabling families to share with the school any challenges that they may be facing which may benefit from early help engagement or assessment;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff, volunteers and other providers who will work with children, including identity, references, criminal record, right to work and prohibition from teaching (where applicable) checks.

2.3 **Safeguarding in the Curriculum**

The following areas are among those addressed through the opportunities and experiences provided in the school:

- Bullying, Peer-on-peer abuse;
- Culture, Diversity, Race, Faith and Discrimination issues;
- Relationships;
- Keeping Safe at Home;
- Personal Safety;
- Healthy Living;
- Online-Safety (Safe Use of Technology);
- Fire and Water Safety;
- Protective Behaviours;
- Road Safety;
- Stranger Awareness;
- Body Boundaries and Safe Touch;
- Mental Health Awareness;
- Other safeguarding issues as appropriate.

2.4 **Online-Safety**

Our school’s Online-Safety (including Acceptable Use of the Internet) Policy is a separate document. We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online-Safety is included in our curriculum at all levels and information is also provided to parents/carers. All staff are made aware of the school policy on Online-Safety which sets our expectations relating to:

- Creating a safer online environment – including training requirements, filters and monitoring;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- Inspiring safe and responsible use and behaviour;
- Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones;
- What steps to take if you have concerns and where to go for further help.

Staff are aware of the governmental guidance “Teaching Online-Safety in School” and the

UKCIS guidance “Education for a Connected World”. They are also aware of the new UKCIS guidance “Sharing nudes and semi-nudes: advice for education settings working with children and young people” (2021) which replaced ‘Sexting in schools and colleges: responding to incidents and safeguarding young people’ (2016). Staff must also read the Online Safety Policy and our Staff Code of Conduct in relation to personal online behaviour.

3 Roles and Responsibilities

3.1 General

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals need to make sure their approach is child-centred. This means that at all times, they consider what is in the best interests of the child. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school. (The names of the Designated Safeguarding Lead and Deputy for the current year are listed at the start of this document).

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education;
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play;
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

3.2 Governing Body

The Governing Body will appoint a senior Safeguarding Lead Governor to monitor the effectiveness of this policy in conjunction with the full Governing Body. This is always a different person from the DSL and is currently Lesley Pollard.

In accordance with the Statutory Guidance “Keeping Children Safe in Education” – September 2021, the Governing Body will ensure that:

- All members of the Governing Body have Enhanced DBS checks, Section 128 Checks and appropriate Safeguarding/Child Protection awareness;
- The school has a Safeguarding/Child Protection policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly via the school website and in the entrance of the school. The governing board will approve this policy at each review, ensure it complies with the law and hold the head teacher to account for its implementation;
- All governors will read *Keeping Children Safe in Education 2021*;

- The school has a Staff Code of Conduct that includes information regarding acceptable use of technologies, staff/child relationships and communications including the use of social media;
- The school operates safer recruitment practices, including appropriate use of references and all required checks on new staff and volunteers in line with the requirements of Part 3 of *Keeping Children Safe in Education 2021*. Furthermore, the Headteacher, a nominated Governor and other staff, as appropriate, involved in the recruitment process have undertaken Safer Recruitment training, and keep it regularly updated;
- There are clear procedures for dealing with allegations of peer-on-peer abuse and allegations of abuse made against members of staff and volunteers;
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role. This responsibility is incorporated into the DSL and DDSL's job description;
- The Designated Safeguarding Lead (and Deputy DSL) undertake local training (in addition to basic child protection training) and this is refreshed every two years as required by law. Additionally, the DSL (and Deputy) receive regular updates which take a variety of forms such as meetings, online training, reading documentation and suchlike;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least annually) and receive regular, appropriate updates during the year;
- New staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and of their responsibilities. As part of induction procedures the following are used:
 - The school Safeguarding/Child Protection Policy;
 - "Keeping Children Safe in Education 2021: Part 1";
 - The Prevent Duty Guidance 2015: Updated April 2019;
 - The Online-Safety/Acceptable Use Policy;
 - The Whistleblowing Policy;
 - The Behaviour Policy;
 - The British Values and Preventing Radicalisation and Extremism Policy;
 - The Staff Code of Conduct.
- Opportunities are provided for staff to contribute and shape safeguarding arrangements and the Safeguarding/Child Protection Policy through staff meetings and other training sessions;
- Any deficiencies or weaknesses concerning safeguarding or child protection are brought to the attention of the Governing Body and will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see Appendix 4);
- The Chair of Governors deals with any allegations of abuse made against the Headteacher, in liaison with one of the Designated Officers (DO) at the Local Authority.
- Effective policies and procedures are in place and updated annually including a "Staff Code of Conduct" for staff and volunteers;
- Information is provided to the Local Authority (on behalf of the NSCP) through the Section 175 Safeguarding Audit and other information, as requested;
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, monitor practices

and procedures, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.;

- The school shares information and contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018, “Information Sharing – 2018” and Northamptonshire Children’s Trust “Thresholds” guidance. This includes providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the Local Authority and the NSCP;
- Ensure the school has the Emergency Contact details for more than one (good practice three) adults;
- The school has appropriate filtering and monitoring systems in place to monitor staff and child internet usage;
- The children are taught about safeguarding, including online, through teaching and learning opportunities and experiences.
- Ensure the child’s wishes or feelings are taken into account when determining actions and services (voice of the child).
- **A designated teacher** is appointed to promote the educational achievement of children who are **looked after** and those that are previously looked after and ensure this person has appropriate training. Currently this person is the **Headteacher, Julia Mann**;
- The school puts in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all everyone;
- The whistle blowing ethos, policy and procedures are in place;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff undertake appropriate safeguarding and child protection training and update this regularly.
- Act as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the MASH or the Police;
- Ensuring the relevant staffing ratios are met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

3.4 Designated Safeguarding Lead

The Governing Body has appointed an appropriate senior member of staff as the **DSL (Julia Mann – Headteacher)** and an additional senior member of staff to deputise for the DSL (**Kerry Wright) in their absence (DDSL)**. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child

protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** will not be delegated. (*Annex B; Paragraph 2 "Keeping Children Safe in Education" 2021*).

The responsibilities of the DSL are found in full in Annex C of "Keeping Children Safe in Education" 2021 and include:

- Provision of information to the NSCP/Local Authority on safeguarding and child protection, including co-operating with other agencies and supporting with MASH enquiries (including during evenings/holidays where required);
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Understanding the local assessment processes for providing early help and intervention, including the 'Signs of Safety' approach;
- Liaison with staff (especially Health Visitors, IT Support Technician, Online-Safety Lead, SENCo etc.) on matters of safety and safeguarding and, when deciding whether to make a referral by liaising with other relevant agencies;
- Referral of cases of suspected abuse to the MASH (and/or Police where a crime may have been committed) and support staff who make such referrals directly;
- Referral of cases to the Channel programme where there is a radicalisation concern.
- Referral of cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Acting as a source of support, advice, supervision and expertise;
- The DSL will liaise with Local Authority case managers and Designated Officers for child protection concerns as appropriate;
- During term time the DSL and DDSL will be available for staff in the school to discuss any safeguarding concerns and adequate and appropriate cover arrangements will be made for any out of hours/out of term activities;
- Attending and contributing to Child Protection Conferences when required (and other safeguarding related meetings) and ensuring attendance at meetings which may occur in the school holidays;
- Being alert to the specific needs of vulnerable children who may be in need, including those with special educational needs or/and disabilities;
- Ensuring each member of staff has access to, and understands, the school's Safeguarding/Child Protection Policy especially new or part-time staff;
- Ensuring all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the school Safeguarding/Child Protection Policy, the "Keeping Children Safe in Education: 2021: Part 1", the Staff Code of Conduct, the Behaviour Policy, the Whistleblowing Policy, the Prevention of Radicalisation & Extremism Policy, The Prevent Duty and the Online-Safety/Acceptable Use Policy;
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Attending refresher training courses every two years and regular updates (at least annually);
- Obtaining access to resources and training for all staff. (This should be done at regular intervals and fuller training happens annually);
- Where children leave the school; ensuring that their child protection file is handed promptly to the Designated Safeguarding Lead or Headteacher of the receiving school/setting, signed for and receipted. (A copy of the Chronology and the receipt of transfer is maintained securely by the school);

- Maintaining, monitoring and reviewing child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Records, Monitoring and Transfer” below.

4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. They are all aware of the “Cause for Concern” form that needs to be completed in these cases. The DSL is responsible for receiving, actioning, maintaining and reviewing these records and for deciding at what point they should be shared with, or copied and passed over to, other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal child or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child Protection records are stored securely in individual, expandable files with an overview chronology at the front. This is kept fully up to date with all incidents, contact with the parent/carer and other professionals recorded, as well as clear evidence of the regular and robust reviews taking place between the DSL and DDSL. Files are kept securely with access confined to specific staff, i.e. the DSL (Headteacher) and the DDSL. No archived files can currently be destroyed until West Northamptonshire Council (WNC) issues further information. The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005. Non- confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. We will hold records in line with our records retention schedule.
- 4.4 Child Protection records are reviewed regularly to check whether any action or updating is required. This includes monitoring patterns of complaints or concerns about any individuals and ensuring that these are acted upon. Reviews are recorded on individual chronologies and on the “Child Protection/Safeguarding Overview Sheet”.
- 4.5 When children transfer to a different school/setting their Safeguarding/Child Protection records are also transferred and this is done securely as required. A copy of the Chronology is made and archived securely (in line with WNC requirements). Safeguarding records are passed directly to the DSL, DDSL or Headteacher in the receiving school or setting, with any necessary discussion or explanation and a signed and dated record of the transfer is obtained. A copy of the chronology from the file must be made and securely archived together with a receipt of the transfer. In the event of a child moving out of area and a physical handover not being possible then the confidential records are sent to the named DSL by registered post and a receipt requested and chased up. The file will also be copied and retained before it is transferring to the new setting. Files requested by other agencies e.g. Police will be copied and shared as appropriate.

5 Support for Children and School Staff

5.1 Support for Children

Gloucester Nursery School recognises that **children who are abused or who witness violence** may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable

aspects of their lives. Children under five years are considered to be extra vulnerable on account of their age.

Other children may be **vulnerable** because, for instance they:

- Have English as an additional language;
- Are of a cultural heritage that may pose risk, such as from FGM, Breast Flattening or Forced Marriage;
- Are refugees;
- Are homeless (or at risk of becoming homeless);
- Are Looked After or Previously Looked After;
- Have a disability and specific additional needs;
- Are living in a home where there is a young carer;
- Have special educational needs (whether or not they have a EHCP);
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Are frequently missing from care or from the home;
- Are at risk of modern slavery, trafficking or exploitation;
- Are in a family circumstance presenting challenges for the child such as, substance abuse, adult mental health problems or domestic abuse;
- Have returned to their family from care;
- Are showing early signs of abuse and/or neglect;
- Are in a family at risk of being radicalised or exploited;
- Have to appear in court;
- Have family members in prison;
- Are being privately fostered.

We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence. Support will be given within the school or we will seek support externally.

5.2 Disclosure

All staff are made aware what to do if a child discloses that he or she has been abused in some way. They will:

- Listen carefully (don't stop a child or parent/carer who is talking freely about what has happened);
- Accept what is being said;
- React calmly;
- Be aware of your non-verbal messages;
- Reassure the child, but not make promises which it might not be possible to keep;
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child;
- Reassure him or her that what has happened is not his or her fault;
- Support/comfort/reassure (tell the child or parent they have done the right thing by telling you);
- Listen, only asking questions when necessary to clarify. (Using the "TED" approach "Anything else you want to tell me?" "Can you explain/describe what you mean?"). Do not ask leading questions, interview, investigate or take photographs;
- Not criticise the alleged perpetrator;
- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone else who can help;

- Tell the child or parent what will happen next, and honest;
- Make a dated, signed written record (see 4.1);
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child - who was present; anything else that happens after the child or parent has spoken to you and before they are seen by children's social care or police;
- Draw a diagram to indicate the position of any injuries;
- Record statements and observations rather than interpretations or assumptions;
- Carry out their professional responsibility to keep information confidential (except from DSL and from relevant staff who need to know in order to help the child achieve);
- Pass the information to the DSL (or DDSL) without delay.

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

5.3 Children with a social worker

Children may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a child has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the children's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks;
- The provision of pastoral and/or academic support.

5.4 Looked After and Previously Looked After Children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements;
- The DSL has details of children's social workers and relevant Virtual School Heads;
- We have appointed a Designated Teacher, **Julia Mann, Headteacher** who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#);
- The Designated Teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the Designated Teacher will:

- Work closely with the DSL/DDSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to;
- Work with Virtual School Heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how early years premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

5.5 Children Missing from Education

Gloucester Nursery School recognises the importance of the fact that all children are entitled to access regular education which is suitable to their age, ability, aptitude and any special educational needs they may have. **A child going missing from an education setting can act as a vital warning sign of a range of safeguarding possibilities.** This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones or risk of female genital mutilation. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Where this happens, the DSL will follow the County's procedures. Cases will be closely monitored and information reported to the Educational Inclusion Partnerships Team (EIP) and the MASH, as appropriate. All staff are aware of the school's unauthorised absence and children missing from education procedures. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

5.6 Peer-on-Peer Abuse

Gloucester Nursery School recognises that children themselves sometimes display **abusive behaviour** and that such incidents must be referred to the DSL for appropriate support and intervention to be put into place. This is especially important where the alleged behaviour:

- Is serious and potentially a criminal offence;
- Could put children in the school at risk;
- Is violent;
- Involves children being forced to use drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure;
- Sexual assault, or sexually inappropriate pictures or videos (including sexting).

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider whether there is a large difference in power (for example age, size, ability, development) between the children concerned; or whether the perpetrator has repeatedly tried to harm one or more other children; or whether there are concerns about the intention of the alleged perpetrator.

Peer-on-peer abuse can include, but is not limited to:

- Bullying including cyberbullying;
- Sexual violence and sexual harassment;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexting/sharing nude/semi-nude images;
- Initiation/hazing type violence and rituals.

Procedures are in place to minimise the risk of peer-on-peer abuse and to investigate and deal with allegations of peer-on-peer abuse. Peer-on-peer abuse will not be tolerated and individuals will be supported. Different gender issues can be prevalent when dealing with peer-on-peer abuse. Peer-On-Peer abuse can take a range of forms (bullying, physical abuse, sexual abuse etc.).

Staff are alert to the possibility that a child who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff are alert to the fact that there is likely to be a risk to children other than the current victim.

If a child makes an allegation of abuse against another child:

- You must record the allegation and tell the DSL, but do not investigate it;
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed;
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images;
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female children, and initiation or hazing type violence with respect to boys;
- Ensuring our curriculum helps to educate children about appropriate behaviour and consent;
- Ensuring children know they can talk to staff confidentially;
- Ensuring staff are trained to understand that a child harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Evidence suggests that children who abuse others may have suffered early trauma or/and considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

Such children are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

Children who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Staff will not dismiss some abusive behaviour as 'normal' between children and should not develop high thresholds before taking action. "Keeping Children Safe in Education" 2021¹ makes it clear that "Abuse is abuse and should never be tolerated or passed off as banter or part of growing up".

At Gloucester Nursery School, we try to minimise incidents of peer-on-peer abuse by:

- Providing a developmentally appropriate PSHE curriculum which supports children to understand acceptable behaviour and keeping themselves safe;
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Developing robust risk assessments where appropriate;
- Have relevant policies in place (e.g. Behaviour Policy).

Staff are also aware of possible cases of sexual violence or harassment between children and more detail about this is found in Appendix 2.

5.7 Private Fostering

The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or 'close relative.' This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

We know that many Private Fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.

There are many reasons why children and young people are privately fostered, for example:

- Parental ill health;
- Children sent to this country for health care or education by parents living overseas;
- Children living with a friend's family as a result of separation, divorce or arguments at home;
- Children at boarding schools who do not return to their parents during holidays;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children on holiday exchanges or living with host families for a variety of reasons;
- Children brought from abroad with a view to adopt;
- Children whose parents work unsocial hours;
- Children whose parents are in prison;
- Children whose parents are serving in the forces.

Professionals that become aware of a child that is being privately fostered should encourage the parent/carers to inform the MASH of the arrangement or contact the MASH themselves if they think parents/carers may not have done so already.

5.8 Children with Special Educational Needs/Disabilities

Gloucester Nursery School recognises that children with **special educational needs and/or disabilities can face additional safeguarding challenges**. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour including for example: ADHD or other specific behavioural problems/diagnosis, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties;
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;
- A disabled child's understanding of abuse;
- Lack of choice/participation;
- Isolation.

The Governing Body and school will ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback continuously throughout the duration of the ensuing process. In order to address these additional challenges we offer individualised support for children with SEN and disabilities where required.

Directory of Services for Children with Disabilities:

<https://www.iassnorthants.co.uk/support-for-parents/Pages/services.aspx>

Northamptonshire's Local Offer:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

5.9 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the DSL about the support he/she requires. The DSL should seek to arrange the necessary support.

6 Working with Parents/Carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus and on the school website;
- Undertake appropriate discussion with parents/carers prior to involvement with another agency or with the MASH, unless to do so would place the child at risk of harm or compromise an investigation;
- Engage parents/carers in the early help agenda for West Northamptonshire applying the Vulnerability Matrix and using the Signs of Safety approach where early need is identified, and signpost families appropriately or make referrals to outside agencies using the Early Help Assessment Tool.

7 Other Relevant Policies

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Safer Recruitment;
- Staff Code of Conduct;
- Designated Teacher for Looked After and Previously Looked After Children Policy;
- Complaints;
- Behaviour Policy;
- Equality Duty (incorporating Racist Incidents);
- Anti-Bullying (including Cyberbullying) Policy;
- Physical Interventions Policy;
- Teaching and Learning;
- Inclusion Policy;
- Educational Visits Policy (and associated Risk Assessments);

- First Aid and the Administration of Medicines Policies;
- Health and Safety Policy (and associated Risk Assessments);
- Toileting/Intimate Care Policy;
- Whistleblowing Policy;
- Attendance Policy;
- Critical Incidents and Lock Down Procedures;
- Non Collection of Children;
- Lost Child Policy;
- Online-Safety Policy;
- Staff Acceptable Use Policy;
- Preventing Radicalisation & Extremism Policy;
- Privacy Notices.

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

8 Recruitment and Selection of Staff

- 8.1 The school's safer recruitment processes are based on the Statutory Guidance: "Keeping Children Safe in Education" – September 2021 (Part Three). When recruiting staff, decisions are made about the suitability of the prospective employee based on checks and evidence including: identity checks, criminal record checks (enhanced DBS checks), barred list checks, right to work checks, further overseas checks and prohibition checks together with references and interview information. The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the role of the DSL, given the school Safeguarding/Child Protection Policy, "Keeping Children Safe in Education 2021: Part 1" (and Annex A if they work directly with children), the "Staff Code of Conduct", the Online-Safety/Acceptable Use Policy, the government's 'Prevent Duty', the Prevention of Radicalisation and Extremism Policy, Behaviour Policy and the Whistleblowing Policy. (These form the basis for the Safeguarding induction).
- 8.3 On every interview panel for school staff at least one member (teacher or governor) will have undertaken safer recruitment training and this will be refreshed regularly, either online or by attending an appropriate local or national accredited training course.
- 8.4 In line with requirements, all Governors have had DBS, identity checks and Section 128 checks. Additionally all other leaders have had Section 128 checks.

9 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support

they need. **The Data Protection Act 2018 introduced ‘safeguarding’ as a reason to be able to process sensitive, personal information, even without consent** (DPA, Part 2, 18; Schedule 8, 4).

When the Designated Safeguarding Lead in schools is considering whether, or not, to share safeguarding information (especially with other agencies) Gloucester Nursery School will record who they are sharing that information with and for what reason. If we have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place.

The Working Together on Safeguarding Children (2018) statutory guidance states the following:

- Effective sharing of information is essential for early identification of need, assessment, and service provision to keep children safe;
- All professionals responsible for children should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children’s social care (e.g. they are being supported as a child in need or have a child protection plan). You should be alert to sharing important information about any adults with whom that child has contact, which may affect the child’s safety or welfare;
- Information sharing is also essential for the identification of patterns of behaviour when a child has gone missing, when multiple children appear associated to the same context or locations of risk, or in relation to children in the secure estate where there may be multiple local authorities involved in a child’s care;
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern.

To ensure effective safeguarding arrangements:

- Arrangements are in place that set out clearly the processes and the principles for sharing information. The arrangement should cover how information will be shared within your own organisation/agency; and with others who may be involved in a child’s life;
- All professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe. If a member of staff has concerns about a child’s welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children’s social care and/or the police. Staff should be particularly alert to the importance of sharing information when a child moves from one school to another, due to the risk that knowledge pertinent to keeping a child safe could be lost;
- Aim to gain consent to share information, but should be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if you have good reasons to do so, and believe that the sharing the information will enhance the safeguarding of a child in a timely manner. When decisions are made to share or withhold information, you should record who has

been given the information and why.

Safeguarding children raises issues of **confidentiality** that must be clearly understood by all staff/volunteers in schools.

- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding.
- Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm.

10 Staff/Child Relationships

All staff and volunteers will be made aware of their position of power and trust and will adhere to regulations relating to the Sexual Offences Act 2003. This also extends to the use of social media.

11 'Low Level' Concern

A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in on behalf of the school may have acted in a way that: is inconsistent with the staff code of conduct including inappropriate conduct outside of work and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Designated Officer (DO).

Examples of 'low level' concerns include: being over friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one to one basis in a secluded area or behind a closed door and using inappropriate sexualised, intimidating or offensive language .

Low-level concerns about a member of staff will be reported to the Designated Safeguarding Lead (or deputy). Where a low-level concern is raised about the Designated Safeguarding Lead (also Headteacher), it should be shared with the Chair of Governors.

At Gloucester Nursery School, we continue to create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Where a low-level concern relates to a person employed by a supply agency or a contractor working in the school, the concern will be shared with the Designated Safeguarding Lead/Headteacher (or Deputy) and recorded and their employer notified about the concern. All low-level concerns are recorded in writing by the Designated Safeguarding Lead (or DDSL). The record should include details of the concern, the context in which the concern arose, and the action taken. The name of the individual sharing their concern should also be noted. If the individual wishes to remain anonymous then they should be respected as far as reasonably possible. These records are confidential and held securely in the Headteacher's locked cupboard complying with the Data Protection Act 2018 and the UK General Data Regulation (UK GDPR). Records will be reviewed so that patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or

where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the DO. Appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. If concerns have been raised by a third party, the Designated Safeguarding Lead will collect as much evidence as possible by speaking: directly to the person who raised the concern, unless it has been raised anonymously and to the individual involved and any witnesses. The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. All of this needs to be recorded along with the rationale for their decision and action taken. The school will retain the information at least until the individual leaves their employment.

12 Additional Safeguarding Awareness for Staff

Staff need to be aware of, and have training on, the following areas which are related to the wider Safeguarding agenda:

- Signs of Abuse and Neglect;
- Vulnerability of those with SEN/D;
- Female Genital Mutilation;
- Upskirting;
- Dog Bites;
- Peer-On-Peer Abuse;
- Sexual Violence and Harassment;
- Child Sexual Exploitation;
- Child Criminal Exploitation (County Lines);
- Children Missing from Education;
- Modern Slavery, Trafficking and Exploitation;
- Domestic Abuse/Violence;
- Gender based violence;
- Child Poverty/Spiralling Debt;
- Housing Issues/Homelessness;
- Impact of parent/Carer Mental Health issues;
- Impact of drug/Alcohol/Substance Misuse;
- The Prevent Duty/Awareness of Radicalisation and Extremism;
- Forced Marriage;
- Breast Flattening;
- So called Honour-Based Violence;
- Young Parent/Carers;
- Signs of Abuse & Neglect;
- Fabricated & Induced Illness;
- Bullying (and cyber bullying);
- Faith & Cultural Abuse;
- Gang Involvement and Association with Organised Crime Groups;
- Anti-social, Criminal behaviour;
- Private Fostering;
- Children and the Court System;
- Children with Family Members in Prison.

Staff will also be made aware of learning from local and national Child Safeguarding Practice Reviews (formerly Serious Case Reviews) and other issues that may arise that are seen to be relevant for learning with regard to safeguarding the children and staff of the School. All staff will adhere to the Home Office and DFE guidance on the use of social media and online

activity by extremists to radicalise and recruit young people (July 2015). The School will take advice and use existing NSCP safeguarding and child protection procedures if there is a concern and are aware of the national helpline **0207 3407264** which can be used if necessary. All staff have been made aware of the Whistleblowing Policy and Procedures. The NSPCC Whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding / child protection failures internally. Staff can call: **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail: help@nspcc.org.uk.

13 Complaints and Concerns about School Safeguarding Policies

13.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 3).

13.2 Other complaints

For further information refer to School's Complaints Policy.

13.3 Whistle-blowing

For further information refer to School's Whistleblowing Policy.

14 Safer Working Practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff school code of conduct and Safer Recruitment Consortium document [Guidance for safer working practice for those working education settings \(September 2019; Addendum April 2020\)](#). The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour policy for more information.

15 Training

15.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three Safeguarding Partners. All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. Volunteers will receive appropriate training, if applicable.

15.2 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education 2021, and will be in line with local safeguarding procedures.

15.3 Staff who have contact with children and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

16 Implementation, Monitoring and Reviewing of the Safeguarding and Child Protection Policy

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures.

APPENDIX 1

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

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

DEFINITIONS OF ABUSE

(From 'What to do if you're worried a child is being abused?' 2015)

Understanding and Identifying abuse and neglect?

"Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm".

"Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including via the internet".

"Abuse and neglect can happen over a period of time, but can also be a one-off event".

"Child abuse and neglect can have major long-term impacts on all aspects of a child's health and well-being".

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse also occurs outside of the family environment.

Sexual Abuse

Sexual Abuse is a sexual activity with a child. It 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. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. It may 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 commit sexual abuse, as can children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and /or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect is a pattern of failing to provide for a child's basic needs, whether it is adequate food, clothing, hygiene, supervision or 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 ensuring access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. It is important that practitioners remain alert and do not miss opportunities to take timely action. Neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse or alcohol abuse.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. It may involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some levels of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

APPENDIX 2 – OTHER AREAS RELATED TO ABUSE

Child Sexual Exploitation

“Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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

“Child Sexual Exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation” DFE February 2017)

Risk Identification

When any practitioner becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the Designated Safeguarding Lead within the school. The DSL will ensure that the online assessment tool is completed (and if the case is subsequently referred into children’s social care, the completed assessment will be included with the referral. <http://northamptonshirescb.org.uk/schools/cse-professionals/cse-assessment/>

In all cases if there are concerns that the child is in immediate danger then you should contact the police on 999 or the MASH.

In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these will be reported to the DSL who will follow the procedures outlined in the Northamptonshire CSE Toolkit - Chapter 3 (see NSCP website).

Possible Indicators may include:

- 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/suspicions 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;
- Self-harm or significant changes in emotional well-being;
- Children who have older boyfriends or girlfriends;
- Children who suffer from STIs or become pregnant.

Indicators are a guide and do not replace, but should assist, the exercise of professional judgement. The person who is making the judgements needs to take into account the principles detailed above and be clear on the evidence that the risk is actually occurring or whether further assessment is required to clarify this. The earlier the intervention the better chances of success.

Important points to remember CSE:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both ;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- May be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources;
- The coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender;
- Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse;
- Parents / carers may be involved in the sexual exploitation of their children, or fail to prevent / protect from it.

Child Criminal Exploitation - Trafficking

This is when a child or young person is moved from one place to another, so that he or she can be exploited.

This includes situations when a child/young person has:

- Been bought or sold for money;
- Been tricked into leaving home;
- Been given away by their family because the family need money;
- Been made to leave their home because of war;
- Chosen to leave home, thinking they are going to a better life.

The movement of a child/young person can be international or within the same country. In most cases, the child/young person suffers because they have been forced or tricked into moving.

Child trafficking is growing more common and affecting the lives of more children/young people every day.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Suffering from changes in emotional wellbeing;
- Misusing drugs and alcohol;
- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education;
- Not taking part in education.

Further information can be found at:

<http://www.northamptonshirescb.org.uk/young-people/what-is-abuse/yp-child-trafficking/>

Female Genital Mutilation (FGM)

FGM is classed as a form of child abuse in the UK. As with other types of abuse, it therefore needs to be treated as a serious child protection issue by schools.

NSCP Guidance

The term 'Female Genital Mutilation' (FGM) encompasses all procedures that either:

- Fully or partially remove external female genitalia, or;
- Injure the female genital organs for non-medical reasons.

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure.

FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems.

Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child.

With growing and emerging migrant populations in the county it is vital that agencies and organisations in Northamptonshire work together to ensure they put plans in place to raise awareness of its illegality and the risks, to prevent further procedures and support women who have experienced FGM.

In the UK, under the FGM Act 2003 and the Serious Crime Act 2015, it is an offence for any person (regardless of their nationality or residence status) to:

- Perform FGM;
- Assist a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Serious Crime Act 2015 also includes:

- Provision of lifelong anonymity in the media of FGM;
- A new offence of 'failing to protect a girl from FGM' – each person responsible for the girl at the time the FGM occurred will be liable;
- FGM Protection Orders – for the purposes of protecting a girl against the commission of a FGM offence or protecting a girl against whom such an offence has been committed;
- A new mandatory reporting duty requiring specified regulated professionals (healthcare, social care and teachers) in England and Wales to make a report to the police. The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl under 18 (at the time of discovery).

If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a

pupil may be at risk. Any member of staff who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and staff will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil, under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for practitioners mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine children. Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

Identifying a child at risk of FGM - Indications that FGM may be about to take place:

- The family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around);
- Parents requesting permission for their girls to be taken out of school two weeks before or after the holidays (recovery period can be up to 8-10 weeks);
- A child talking about a long holiday to her country of origin or another country where the practice is prevalent;
- A child talking about "becoming a woman" or "rites of passage" or a "special ceremony";
- A child talking about new clothing or special outfits;
- A child may confide in a professional that she is about to undergo a "special procedure" or attend a special occasion;
- Becoming withdrawn or acting out of character;
- There are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Identifying a child who has been subject to FGM - Indications that FGM may have already taken place:

- A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- Frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine;
- There may be prolonged absences from school;
- A prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that the girl has recently undergone FGM;
- A child requiring to be excused from physical exercise lessons without the support of her GP;
- Psychological effects – common psychological effects are depression, anxiety and low self-esteem;
- A child may confide in a professional or ask for help professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:
 - Younger siblings;
 - Current daughters or daughters she may have in the future;
 - Extended family members.

Staff **must** report to the police cases where they discover that an act of FGM appears to have been carried out, in line with the Female Genital Mutilation Act 2003. Unless the member of staff has a good reason not to, they should also still discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, members of staff will follow local safeguarding procedures.

For further information: <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Also: <http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/fgm/>

Forced Marriage

Whilst not a direct risk for pupils at Gloucester Nursery School staff are aware that forced marriage can happen to children as young as ten years of age.

Forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Forced marriage is not the same as arranged marriage (where both parties consent).

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

FM was made illegal as of 16th June 2014.

For further information: "The Right to Choose: Multi-Agency Statutory Guidance for Dealing with Forced Marriage" 2014

Forced Marriage Unit – 020 7008 0151

fmu@fco.gov.uk

Breast Flattening

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that have been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, and is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- prevent pregnancy and rape;
- make teenage girls look less "womanly" and no-longer sexually attractive to men;
- enable the girl to continue her education;
- prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage;

- prevent early marriage;
- deter unwanted attention.

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

Further information can be found in the DfE leaflet available from:

www.nationalfgmcentre.org.uk

So Called Honour-Based Violence

So called "honour-based violence" (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community. It includes FGM, Forced Marriage and practices such as breast ironing/flattening.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child (or family member) being at risk of HBV, or already having suffered HBV.

Preventing Radicalisation and Extremism

See also Gloucester Nursery, "Preventing Radicalisation & Extremism" supplementary guidance.

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to the local authority children's social care directly, if appropriate (see 'Referral' above). Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. <https://www.gov.uk/government/publications/channel-guidance>

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake **Prevent awareness training** and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website "Educate Against Hate" (<https://educateagainsthate.com/>) and charity NSPCC (<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves;
- Becoming susceptible to conspiracy theories and feelings of persecution;
- Changes in friendship groups and appearance;
- Rejecting activities they used to enjoy;
- Converting to a new religion;
- Isolating themselves from family and friends;
- Talking as if from a scripted speech;
- An unwillingness or inability to discuss their views;
- A sudden disrespectful attitude towards other;
- Verbalising anti-Western or anti-British values;
- Increased levels of anger;
- Increased secretiveness, especially around internet use;
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- Glorifying violence, especially to other faiths/cultures;
- Requesting extended holidays to regions known as unsafe or not associated with the family;
- Accessing extremist material online, including on Facebook or Twitter;
- Possessing extremist literature;
- Graffiti symbols, writing or art promoting extremist messages;
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried.

The Counter-Terrorism and Security Act 2018 and The Prevent Duty – July 2015 and updated April 2019 place a duty on specified authorities, including the local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ('The Prevent Duty').

The Counter-Terrorism and Security Act 2018 also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges who are required to have regard to “Keeping Children Safe in Education 2020” are listed in the Act as partners of the panel.

The biggest threat is around terrorist groups seeking to radicalise and recruit people. This threat is greater amongst young people. Extremism is defined as a rejection of a cohesive, integrated, multi-faith society and parliamentary democracy. The local agenda supports the Prevent Strategy. Communities and local authorities have a key part to play in developing a sense of belonging and will be an important part of wider partnership working. The threat is not just from radical religious groups such as ‘Islamic State’ but also from radical ‘far right’ and other political groups who may attempt to radicalise children and young people.

West Northamptonshire County Council has embedded Prevent into its safeguarding procedures. Any contacts made with concerns in relation to Prevent will be assessed through the MASH. If there are concerns that a child or young person may be vulnerable to violent extremism or radicalisation the Designated Safeguarding Lead within the school will be informed and, after initial discussions, a multi-agency referral form will be submitted to the MASH.

As part of the “Prevent Duty” schools must address the four key areas which are:

- Risk Assessment;
- Working in Partnership;
- Staff Training;
- IT Policies.

Risk Assessment

School staff should know how to make a referral where they have concerns about potential radicalisation.

Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police.

E-mail: prevent@northants.pnn.police.uk or phone 101 (ext. 343931) or 101 (ext. 345215)

Or from the DFE who also have a dedicated helpline: 020 7340 7264.

Actual Referrals must go to the MASH. The Department for Education also has a dedicated telephone helpline, **020 7340 7264**, which school staff and governors can call to raise concerns about extremism with respect to a child. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on **0800 789 321** if you:

- Think someone is in immediate danger;
- Think someone may be planning to travel to join an extremist group;
- See or hear something that may be terrorist-related.

Working in Partnership

Schools are required to work in partnership with the NSCP, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent and other partners will be accessed as relevant to provide advice and support with regard to this duty. Effective engagement with parents and their families is also important as they are in a key position to spot signs of radicalisation. The school recognise it is important to assist and advise families who raise concerns and direct them to support mechanisms.

Staff Training

In line with the Prevent Duty, a school is required to assess training needs in the light of their assessment of risk. Despite Gloucester Nursery School assessing their risk to be low the Headteacher/DSL has attended “Risk & Prevention” face to face training and disseminated

appropriate information to the school staff. Additionally, the DSL and Deputy DSL have completed Channel online training and NSCP “Understanding Pathways to Radicalisation & Extremism”. Appropriate information has been disseminated to other nursery staff.

IT Policies

Measures are in place at Gloucester Nursery School which includes filtering and monitoring of online access and learning experiences which help the children to understand ways in which to stay safe online. The Online Safety Lead monitors internet use and documentation is kept to support the monitoring process.

Staff have been made aware during in-house training of the dangers of online activity by terrorist and extremist groups and know how to report any concerns to the Online-Safety Lead and DSL.

Suspected on-line terrorist content can be reported to HM Government:

www.gov.uk/report-terrorism

Further Information:

- PREVENT
For more information on PREVENT, see GOV.UK website.
- Community Safety Team, Northamptonshire County Council
Contact Community Safety and Harm Reductions Team
<https://www3.northamptonshire.gov.uk/councilservices/fire-safety-and-emergencies/community-safety/Pages/default.aspx>
- Prevent Officers
DS Andy Blaize
DC Shane O’Brien
DC Jody Williams
Prevent@northants.pnn.police.uk
- East Midlands Prevent
<https://www.eastmidlandsprevent.co.uk/>

Domestic Abuse

The government definition of Domestic Violence is:

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

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

All children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the

abuse or may have had to leave the family home as a result. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. At Gloucester Nursery School we are working in partnership with Northamptonshire Children's Trust and Northamptonshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass. In order to achieve this, Northamptonshire Children's Trust will share police information with the Designated Safeguarding Lead(s) of all domestic incidents where one of our pupils has been affected. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the 'NSCP Protocol for Domestic Abuse – Notifications to Schools'

([http://www.northamptonshirescb.org.uk/police/domestic violence/#Domestic Abuse Notification](http://www.northamptonshirescb.org.uk/police/domestic%20violence/#Domestic%20Abuse%20Notification)). We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The DSL will provide support according to the child's needs and update records about their circumstances.

All staff will be made aware of the new Domestic Abuse Act 2021 and directed to appropriate further guidance.

Domestic violence indicators in children

Children's coping strategies and reactions to domestic violence may also be similar to those for other forms of abuse. Learning to recognise domestic violence can therefore be useful in helping to protect children from all forms of abuse.

0 – 5 years

- Violence to the mother during pregnancy may result in neurological and physical damage;
- Physical and emotional neglect may result in basic needs for food and warmth not being met;
- Under-stimulation and neglect can result in cognitive delay;
- Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder;
- Parental unhappiness, tension, irritability or lack of commitment may lead to false attachments;
- Babies and toddlers have difficulty in communicating distress.

5-9 years

- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse;
- School behaviour and academic attainment may be impaired;
- Children may blame themselves for parental behaviour. Self-blame may result in low self-esteem;
- Unplanned separations may cause distress and disrupt education and friendship patterns;
- Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships;
- Children may take on too much responsibility for self, parents and younger children.

10 years +

- Coping with puberty without support;
- Denying own needs and feelings;
- Low self-esteem;

- Increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending;
- Poor school attainment due to difficulties concentrating;
- Poor school attainment due to absence in order to protect parent or younger children;
- Unacceptable behaviour resulting in pattern of school exclusion;
- Isolation caused by reluctance to disclose for fear of family disruption.

Further guidance can be found at:

NSPCC - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

Refuge - <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

Safelives - <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Domestic Abuse Notifications to Schools – This scheme involves early reporting when a child or young person has been involved in a domestic incident. Upon a police referral, the Education Inclusion Team within Northamptonshire County Council will contact the Designated Safeguarding Lead at the school and share information about the child or young person who had witnessed or been subject to domestic abuse. The Designated Safeguarding Lead will share this information with relevant staff and assess what type of support (silent or overt) needs to be offered to the affected child or young person.

Mental Health Issues

Further information can be found in DfE guidance “Supporting Mental Health in Schools and Colleges” – June 2021.

Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong;
- Resolve (face) problems and setbacks and learn from them.

Staff seeing children regularly are well placed to spot any changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils’ lives. This includes loss or separation (e.g. death, parental separation, divorce, hospitalisation etc.) It also includes other life changes (e.g. transition to a new school, birth of a sibling, bullying, domestic abuse etc.)

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- Emotional disorders such as phobias, anxiety states and depression;
- Conduct disorders such as stealing, defiance, fire-setting, aggression and anti-social behaviour;
- Hyperkinetic disorders such as disturbance of activity and attention;

- Developmental disorders such as delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- Attachment disorders such as children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Other mental health problems including eating disorders, habit disorder, post-traumatic stress syndromes, somatic and psychotic disorders (such as schizophrenia and manic depressive behaviour).

Self-Harm and Suicidal Tendencies

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously as they could be indicative of a serious mental or emotional disturbance.

Substance Abuse

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences, then it may be regarded as misuse. Some people take greater risks than others, but anyone can have a problem with drugs or alcohol.

To be healthy and develop normally, children must have their basic needs met. If a parent/carer is more concerned with feeding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganised lifestyle is a frequent consequence of substance misuse. Parents/carers may fail to shop, cook, wash, clean, attend appointments or pay bills. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's ability to engage with their child. It may also affect a parent's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents/carers may even become dependent on their own child for support. This can put stress on a child and may mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse may include: lost jobs, unsafe homes, broken marriages, severed family ties and friendships. The disruption caused by efforts by the local authority to help are also likely to negatively affect a child.

There are several signs that may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- Become consumed or violent;
- Drink alone;
- Drink every day;
- Get "the shakes" when they have not had a drink;
- Miss work or social activities;
- Neglect their own health, appearance and homes;
- Not be able to stop their drug or drinking habit;
- Try to hide or deny their problem.

The signs that may indicate that a child is being neglected due to parent's drug or alcohol misuse include:

- Poor appearance;
- Delayed development;
- A child who is caring for a parent.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes, they have witnessed. There are two age appropriate guides to support children. They explain each step of the process and support and special measures that are available.

There are diagrams illustrating the courtroom structure and the use of video links is explained.

5-11 year olds - <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

12-17 year olds - <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

Children with Family Members in Prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre for Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

<https://www.nicco.org.uk/>

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs (primarily crack cocaine and heroin) and money from urban areas to suburban and rural areas, market and seaside towns. Gangs recruit children and young people through deception, coercion, intimidation, violence (including sexual violence), debt bondage and or grooming. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

<http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults;
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Possible indicators include:

- Increased absence from school;
- A change in friendships or relationships;

- A significant decline in performance;
- Signs of self-harm or a significant change in well-being;
- Signs of assault or unexplained injuries;
- Unexplained gifts or new possessions.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

NSCP Tea Break Guide to County Lines can be found at:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/policies/tea-break-guides/>

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into the MASH where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. There are factsheets which usefully summarise the new duties:

"Homeless Reduction Act Factsheets" can be found at:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL or DDSL should ensure appropriate referrals are made based on the child's circumstances.

Sexual Violence and Sexual Harassment between Children in Schools and Colleges

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

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

Rape:

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration:

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault:

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

What is consent?

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

Sexual Harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence -it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation;
- Coercion and threats.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow up and speak to the DSL or DDSL immediately.

Further information should be read in the **2021 DfE guidance**:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Upskirting

‘Upskirting’ is when someone takes a picture under a person’s clothing (not necessarily a skirt) without **their** permission and /or knowledge, with the intention of viewing their genital or buttocks (with **or** without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone, of any gender, can be a victim.

APPENDIX 3

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	
D	Professional Challenge and Disagreements	

A. General

- 1) Northamptonshire Safeguarding Children Partnership Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NSCP website www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCT's "Thresholds and Pathways".
- 2) It is important that all parties act swiftly and avoid delays. As soon as possible, write a dated, timed and signed note of what has been disclosed or noticed, said or done on a cause for concern form and report to the DSL in the school.
- 3) Any person may seek advice and guidance from the MASH particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that the school can demonstrate that they have engaged parents in the "Northamptonshire Early Help "process. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and in individual cases advice from the MASH will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done (on a school "Cause for Concern" Form) and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the Designated Officer to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Designated Officer.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C Designated Safeguarding Lead – Main Procedural Steps

- 1) Individual, expandable case files will be initiated for pupils where there is more than one concern. An overview chronology, which will hold a record of all communications, concerns and actions, will be completed. Such files will be stored securely (see section on "Records, Monitoring and Transfer"). The Chronology at the front of each file will be kept fully up to date to enable all concerned to have a full picture and to ensure regular reviews are happening and recorded.
- 2) Where initial enquiries do not justify a referral to the investigating agencies we will inform the initiating adult and monitor the situation. If in doubt, we will seek advice from the MASH: 0300 126 7000. All contact related to the concern will be recorded.
- 3) Share information confidentially with those who need to know observing the guidelines as laid out in "Information Sharing" 2018. Information on a child can be 'logged' with the MASH. This does not require submission of a referral form unless instructed to complete one by the MASH. Any information logged with the MASH needs to be recorded on the chronology in the pupil's confidential Child Protection file.
- 4) Where there is a child protection concern requiring immediate, same day, intervention the MASH should be contacted immediately by phone and their advice will be followed. Written confirmation should follow within 24 hours on the NSCP Interagency Online Referral Form. All other referrals should be made firstly through a telephone conversation with the MASH and then by following up with the online form, where requested to do so. The MASH is available for advice.
- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the MASH (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances an adult with Parental Responsibility for the child arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. A Restraining Order). If there are clear signs of

physical risk or threat, the MASH should be updated and the Police should be contacted immediately.

D Professional Challenge and Disagreements

1. Working with children and families, and in particular safeguarding and child protection work, is stressful and complex and will involve uncertainty and emotion. To ensure that the best decisions are made it may be necessary to challenge one another's practice.
2. The culture within our school enables all staff members to raise, without fear of repercussions, any concerns that they may have about the management of safeguarding and child protection within the school. This may include raising concerns about decisions, actions or inaction by colleagues about individual children. If necessary, staff members will speak to the DSL, Deputy DSL, Chair of Governors or Designated Officer.
3. Co-operation across all agencies is vital to provide the best outcomes for children and families. Professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, Conferences and case management.
4. If there are any professional disagreements with practitioners from other agencies the DSL will initially raise concerns with the relevant agency manager and then follow the agreed conflict resolution or appeal procedures as laid out in Section 4 of the NSCP Procedures Manual - <http://northamptonshirescb.proceduresonline.com/>

**WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED:
ADVICE FOR PRACTITIONERS (DfE 2015)**
Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

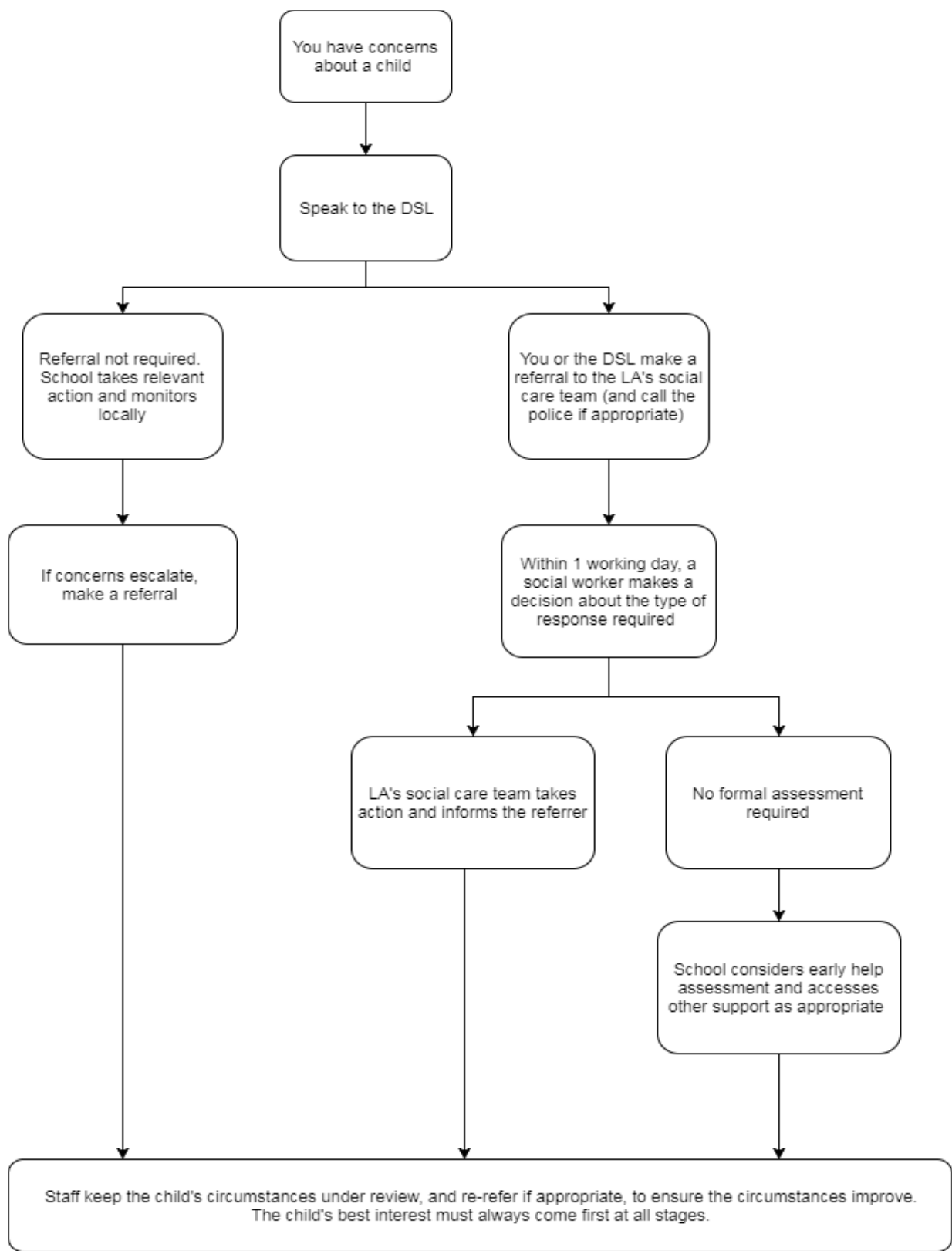
Ask for help

- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 7000 (Option 1)

PROCEDURE IF YOU HAVE CONCERNS ABOUT A CHILD’S WELFARE (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



APPENDIX 4

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF INCLUDING HEADTEACHERS AND VOLUNTEERS

These procedures will be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer (and including Supply Staff) very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- Providing an assistant to be present when the individual has contact with children;
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children;
- Moving the child or children to another Family Worker group where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation.

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

False: there is sufficient evidence to disprove the allegation.

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence).

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Relevant documents:

- DfE “Keeping Children Safe in Education: Statutory guidance for schools and colleges” – 2021 (part 3).
- NSCP procedures – Section 5.

A. Individual Staff/Volunteers/Other Adults who receive the allegation:

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher.
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer as soon as possible or if unavailable contact the MASH on the same day.)

B. Headteacher

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher where the Headteacher is the subject of the allegation) – the ‘case manager’ (i.e. Chair of Governors) – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated

officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.
- We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.
- If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the police are involved, wherever possible the [governing board/academy trust/local authority – depending on who is the employer in your school] will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures. We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome. The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation. We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required. We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the child(ren) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared;
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality;
- What, if any, information can be reasonably given to the wider community to reduce speculation;
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation;
- Details of how the allegation was followed up and resolved;
- Notes of any action taken and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's Designated Officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff;
- The duration of the suspension;
- Whether or not the suspension was justified;
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

For Low Level Concerns all staff will follow the guidance as outlined in *Keeping Children Safe in Education 2021* Part 4 Section 2 (Paragraphs 407 – 427).

APPENDIX 5

POLICY FOR USE OF PERSONAL MOBILE PHONES, TABLETS CAMERAS AND OTHER HANDHELD DEVICES

Please also see the Staff Code of Conduct.

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones, cameras, laptops and other handheld devices in the school.

- All staff must ensure that their personal mobile phones, cameras and other such recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers, trainees, parents and children).
- Mobile phones must not be used in any teaching area in school or within children's toilets or changing areas.
- Only school equipment should be used to record classroom activities. Photos and video footage should be put onto the secure school system as soon as possible and not sent to, or kept on, personal devices.
- During school outings nominated staff will have access to a school mobile phone which can be used for emergency or contact purposes.
- All telephone contact with parents or carers must be made on the school phone and a note kept. Personal mobile phones should not be used.
- Parents or carers are permitted to take photographs of their own children during a school production or event with the permission of the Headteacher. The school protocol requires that photos of other people's children are not published on social networking sites such including Facebook, Snap Chat, Instagram, You Tube or other such sites.
- Staff and parents are advised against the misuse of network sites such as Facebook and Twitter to share confidential, negative or abusive comments or information regarding the school, a member of staff, parent or child. (Misuse will be dealt with through official channels such as the Police).
- We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

APPENDIX 6

DOG BITES ON CHILDREN

The following guidance has been agreed by partner agencies for the NSCP.

School staff must:

- Be aware of an injury to a child caused by a dog.
- Be aware of the treating of an injury to a child caused by a dog.
- Establish precisely when and how the injuries were caused.
- Establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non-accidental injuries".

A referral to the MASH should be considered if any of the following criteria apply:

- The child injured is under two years of age.
- The child is under five years of age and injuries have required medical treatment.
- The child is over five years and under 18 who have been bitten more than once by the same dog.
- The child/young person is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and/or dangerous.
- A prohibited and/or dangerous dog is reported and/or treated, and is believed to be living with and/or frequently associated with children under five years.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the child, or other children (for example, if the dog has already been 'put down' or removed).

Please be mindful that the bite does not have to be a vicious injury.

Please contact the MASH immediately for advice if unsure. Call 0300126 1000.

Definitions:

- Certain dogs are 'prohibited' and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately.
- Any dog can be 'dangerous' (as defined by The Act) if it has already been known to inflict or threaten injury.

APPENDIX 7

SAFER RECRUITMENT AND DBS CHECKS – POLICY AND PROCEDURES

We will follow the guidance in *Keeping Children Safe in Education 2021* Part Three.

We will record all information on the checks carried out in the school's single central record (SCR).

Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity.
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- Verify their mental and physical fitness to carry out their work responsibilities.
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity;
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children;
- We will obtain the DBS check for self-employed contractors;
- We will not keep copies of such checks for longer than 6 months;
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances;
- We will check the identity of all contractors and their staff on arrival at the school;
- For self-employed contractors such as our artist in residence, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In both cases, this includes checks to

ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity;
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity;
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment;
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

- All governors will have an enhanced DBS check without barred list information.
- They will have an enhanced DBS check with barred list information if working in regulated activity.
- All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All governors will also have the following checks:

- Identity.
- Right to work in the UK.
- Other checks deemed necessary if they have lived or worked outside the UK.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm. We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and the organisation sending the professional, such as the WNC or educational psychology service, will provide annually written confirmation that an enhanced DBS check with barred list information has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

Refer to the School's Non-Collection of Children Policy.

Missing children

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. Refer to School's Missing Children Policy.

Lost Child

Refer to the School's Lost Child Policy.

Appendix 8

CHILDCARE DISQUALIFICATION REGULATIONS

The Childcare (Disqualification) Regulations 2009 (and updated in August 2018) prohibit anyone who is disqualified under the Regulations from working in a relevant setting, including a school.

Who is disqualified?

A person is disqualified if any of the following apply.

- They have been disqualified by the DBS.
- They have committed any offences against children.
- They have committed any sexual offence against an adult or child.
- They have committed murder, manslaughter, kidnapping, false imprisonment, actual bodily harm (ABH) and grievous bodily harm (GBH).

For full details of what constitutes 'disqualification', refer to Schedules 1, 2 and 3 of the Regulations.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Key Actions for Schools:

Staff who may be disqualified.

Schools should immediately contact their HR provider if they:

- Know of anyone in their employment who is, or may be, disqualified.
- Receive a positive declaration from any member of staff.

Anyone who is disqualified will need to be immediately removed from the relevant setting (probably through suspension in the case of employees) and Ofsted must be notified at the latest within 14 days.

Disqualified Workers

The Schools' HR Provider should provide support in dealing with cases where a disqualified person is identified. A disqualified person can apply to Ofsted for a waiver.

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders>

Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting. Whilst a waiver application is under consideration the individual must not continue to work in these settings. Where a waiver is not granted, the employees will need to be dismissed unless redeployment options are available.

Record Keeping and GDPR Declarations (Staff and Volunteers)

Storage:

The DfE advises that schools must handle and store all information carefully, in accordance with normal Data Protection regulations.

It is recommended that Disclosure Declaration Forms should be placed on personnel files. (Files should only be accessed by those staff required to do so).

Single Central Record:

There is no statutory requirement that the disclosure form should be recorded on the Single Central Record (SCR) but we recognise that this is good practice.

Regularity of Checks:

There is no statutory requirement for declaration forms to be completed on a regular basis. However it is recommended that as part of the school's approach to safeguarding that they take the opportunity to regularly remind staff and volunteers of their obligation to make Headteachers aware of any new information that is relevant.

APPENDIX 9

STAFF TRAINING RELATED TO SAFEGUARDING:

Training	Date of Training	Training Provider
Designated Safeguarding Lead	Julia Mann – Single Agency Initial Training Nov 2005; Refresher Jan 2009; July 2011; June 2013; Refresher July 2015; Sept 2017; Nov 2019; June 2021 Managing Allegations: Feb 2013; Feb 2017 Safer Recruitment – Nov 2011; April 2016 Prevent Duty – Nov 2015 Risk and Prevention of Radicalisation & Extremism – Dec 2015; Basic Awareness of Child Exploitation and Adult Sexual Exploitation - Jan 2017 Thresholds & Pathways – Feb 2019	NCC Lesley Pollard Learning Jill Sneddon Training RZL Training Northants Northamptonshire Police Prevent Officers NCC Virtual College NSCB
Deputy Designated Safeguarding Lead	Kerry Wright – Single Agency Initial Training – Sept 2008; Refresher Aug 2010; Sept 2012; Feb 2014; Feb 2017; Feb 2019; Jan 2021 and Safer Recruitment 2010; Oct 2015 Channel General Awareness Module – Oct 2015; Female Genital Mutilation Awareness– Jan 2014; Recognising and Preventing FGM – Jan 2017	Lesley Pollard Learning Jill Sneddon Training NCC Northamptonshire Sunflower
Senior Leadership Team School Awareness Raising	Kat Durrant - Safeguarding children refresher – Dec 2019 Awareness of Domestic Violence and Abuse – Nov 2016 Awareness of child protection and responsibilities – All staff: Annually: Team Teach Oct 2013 E-Safety for all staff: Annually	Virtual College NSCP DSLs at the Nursery School Jogo Behaviours DSLs at the Nursery School

	CAFF - Julia Mann (June 2013)	NCC
	CAF training - Kerry Wright (July 2013)	NCC
	E-CAF Training – Julia Mann – Nov 2010 and April 2011. Kerry Wright – Sept 2010	NCC
	Protective Behaviours Conference – April 2015 – Julia Mann	PB Training Partnership
	Protective Behaviours – All staff – Jan 2013;	PB Training Partnership
	Understanding the impacts of fabricated illnesses – Nicola Webster – Jan 2021	NCC
	Child Poverty V2 – Nicola Webster – Jan 2021	NCC
	Working with children with learning difficulties and disabilities V4 – Helen O’Brien & Cassie Johnson - Jan 2021	NCC
	Gang Related Issues and County Issues and Country Lines V2 – Kathryn Durrant – Jan 2021	NCC
	Radicalisation & Extremism V4 – Kat Durrant - Jan 2021	NCC
	EVC Training – Kerry Wright March 2015; Nov 2020; Julia Mann – Nov 2017	NCC Evolve
	CSE Toolkit – Kerry Wright – May 2015	NCC
	Domestic Violence Overview – Julia Mann – Sept 2015	NCC
	Kat Durrant - Hidden Harm – Dec 2019	NSCP
	Specific areas: Overview – Neglect Strategy – All staff – Sept 2016	DSLs DSLs

Governor Training	All staff – Domestic violence – October 2016 GDPR – Updates termly Termly updates from Governor responsible for safeguarding	DSLs Lesley Pollard (Governor for safeguarding, independent trainer).
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