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Nottingham University Academy of Science and Technology

Safeguarding and Child Protection Policy

Responsible officer: Principal/Vice Principal

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Approved by: NUAST Board of Directo

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Nottingham University Academy of Science and Technology

Safeguarding and Child Protection Policy

1.0   Academy Commitment

1.1   Our policy applies to all staff, directors and volunteers working in the academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottingham City Safeguarding Children Board.

1.2   We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this academy safeguarding and child protection policy.

1.3   These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2016 and HM Working Together to Safeguard Children 2015 which are incorporated into this policy.

2.0   Safeguarding

2.1   Safeguarding children is defined as:

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

2.2   Safeguarding and promoting the welfare of children is defined as:

a. Protecting children from maltreatment.
b. Preventing impairment of children's health or development.
c. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
d. Taking action to enable all children to have the best outcomes.
e. *Working Together to Safeguard Children 2015* p16.

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

a. Students' health and safety.
b. The use of reasonable force.
c. Meeting the needs of children with medical conditions.
d. Providing first aid.
e. Educational visits.
f. Intimate care.
g. Internet or e-safety.
h. Appropriate arrangements to ensure academy security, taking into account the local context.

2.4   Safeguarding can involve a range of potential issues such as:

   a. Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
   b. Racist, homophobic or transphobic abuse.
   c. Extremist behaviour.
   d. Child sexual exploitation.
   e. Sexting.
   f. Substance misuse.
   g. Issues which may be specific to a local area or population, for example gang activity and youth violence.
   h. Particular issues affecting children including domestic violence, sexual exploitations, female genital mutilations and forced marriage and so called Honour Based Violence.
   i. Peer-on-Peer Abuse.
   j. Understanding the additional safeguarding vulnerabilities of learners with SEN and disabilities, and how those barriers can be overcome.

2.5   All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include but not limited to bullying including cyber bullying, gender based violence/sexual assaults and sexting.

2.6   Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Nottingham University Academy of Science and Technology will play their part, including working with professionals from other agencies, to meet the needs of our children and keep them safe.

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

2.8   Knowing what to look for is vital to the early identification of abuse and neglect. Where staff or others need to raise concerns, these can be to the Designated Lead for safeguarding who will coordinate a response. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care but we would advocate contact with the Designated Lead first.

2.9   If staff members are unsure they should always speak to the Designated Lead. The Designated Lead who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

3.0   The Policy

3.1   There are five main elements to our policy:

    a. Providing a safe environment in which children can learn and develop.
    b. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
    c. Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
    d. Supporting students who have been abused or harmed in accordance with his/her child protection plan.
    e. Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.

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

    a. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
    b. Ensure children know that there are adults in the academy whom they can approach if they are worried.
    c. Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies.
    d. Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
        i. availability of local and online advice
        ii. recognising and managing risks including online, sexual exploitation and running away
        iii. developing healthy relationships and awareness of domestic violence, bullying and abuse
        iv. recognising how pressure from others can affect their behaviour.
    e. Take all reasonable measures to ensure risks of harm to children's welfare are minimised.
    f. Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
    g. Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the academy.
    h. Promote student health and safety.
    i. Promote safe practice and challenge unsafe practice.
    j. Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff, including volunteers
    k. Provide first aid and meet the health needs of children with medical conditions.
    l. Ensure academy site security.
    m. Address drugs and substance misuse issues.
    n. Support and plan for young people in custody and their resettlement back into the community.
    o. Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.

p. Everyone having a duty to safeguard children inside/outside the academy environment including academy trips, extended academys, activities and vocational placements.

q. Ensure that procedures are in place to support students at risk of extremism and radicalisation. Work within the PREVENT strategy to support students once concerns are identified.

3.3 We will follow the procedures set out by the Nottingham City Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in *Keeping Children Safe in Education 2016* to:

a. Ensure we have a designated senior and deputy person for child protection who has received appropriate training and support for this role.

b. Ensure we have a nominated governor responsible for child protection.

c. Ensure every member of staff (including temporary and supply staff and volunteers) and the NUAST Board of Directors knows the name of the designated senior person responsible for child protection and their role.

d. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.

e. Ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection by setting out its obligations in the academy prospectus.

f. Notify Children's Social Care if there is an unexplained absence of more than two days of a student who is subject to a child protection plan.

g. Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.

h. Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.

i. Ensure all records are kept securely; separate from the main student file, and in locked locations.

j. Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

k. Ensure safe recruitment practices are always followed.

l. Apply confidentiality appropriately.

m. Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

n. Appoint a designated teacher to promote the educational achievement of children who are looked after.

o. To ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe.

4.0   Supporting children

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

a.   The content of the curriculum.
b.   An academy ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
c.   The academy behaviour policy which is aimed at supporting vulnerable students in the academy. The academy will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
d.   Liaison with other agencies that support the student such as Children's Social Care (in line with the Family Support Pathway), behaviour and attendance service and education psychology service.
e.   Ensuring that, where a student leaves and is subject to a child protection plan or where there has been wider safeguarding concerns, their information is transferred to the new school/academy immediately and that the child's social worker is informed.
a.   This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools, academys and colleges should allow access for Children's Social Care from the host local authority and, where appropriate, from a placing Local Authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

5.0   Safeguarding students/students who are vulnerable to extremism and radicalisation

5.1   The Academy has a statutory duty under *The Counter-Terrorism and Security Act 2015* and the statutory *Prevent Guidance 2015* to have due regard to the need to prevent people from being drawn into terrorism.

5.2   Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

5.3   There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause. Staff are expected to be vigilant in protecting students from the threat of radicalisation and refer any concerns to the Designated Lead. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify students at risk, challenge extremist ideas and know where and how to refer concerns.

5.4   Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

5.5   The Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

5.6   The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The academy   is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

5.7   Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 13

5.8   The Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

5.9   Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

6.0   Safer Recruitment Staff and Supporting Staff

6.1   Safer recruitment processes will be followed in accordance with DfE *Keeping Children Safe in Education 2016*:

   a. For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. A person will be considered to be engaging in regulated activity if as a result of their work they:

i. will be responsible, on a regular basis in a school, academy or college, for teaching, training instructing, caring for or supervising children; or

ii. will carry out paid, or unsupervised unpaid, work regularly in a school, academy or college where that work provides an opportunity for contact with children;

iii. engage in intimate or personal care or overnight activity, even if this happens only once.

b. Checks and references are an essential part of this process.

c. Staff will have access to advice on the boundaries of appropriate behaviour. The *Guidance for Safer Working Practices for Adults who work with Children and Young People* (DFCS 2009). This should assist in limiting complaints against staff of abuse of trust and/or allegations.

d. Professional Standards for Staff Policy. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the academy's management team.

e. If staff members have concerns about another staff member then this should be referred to the principal. Where there are concerns about the principal this should be referred to the chair of directors. Where staff do not feel comfortable taking the above steps they may contact the NSPCC whistle-blowing helpline number 0800 028 0285.

f. There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

g. Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the academy and their Human Resources Team. Advice and support will be made available by the LADO and where and appropriate to the leadership team.

6.2 This should be read in conjunction with NUAST's: **Recruitment, selection and safer recruitment policy.**

7.0 Links to other policies

7.1 This policy, together with the following, should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this academy

7.2 Pertinent to these policies are a number of appendices:

Appendix 1   Roles and Responsibilities
Appendix 2   Identifying Concerns
Appendix 3   Confidentiality
Appendix 4   Records and Monitoring
Appendix 5   Template: Front Sheet
Appendix 6   Template: Chronology
Appendix 7   Template: Detailed Concerns

Appendix 1

1.1.0 Roles and Responsibilities

1.1.1 Senior Designated Person Role

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

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

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

1.1.4 Responsibilities of the Senior Designated Person Referrals, Tracking and Monitoring

The Senior Designated Person will:

a. Refer cases of suspected abuse or allegations to the relevant investigating agencies.
b. Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
c. Liaise with the Principal (where the Senior Designated Person role is not carried out by the Principal) to inform him/her of any issues and ongoing investigations. The Senior Designated Person will ensure there is always cover for this role.
d. Maintain an overview of all children about whom there are concerns ie subject to a child protection plan, CiN plan, CLA, EHAF or there is a concerns file *(Appendix 9 may assist).*

1.1.5 Training

The Senior Designated Person will attend training in order to:

a. Have a working knowledge of how the Nottingham Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
b. Recognise and identify signs of abuse and understand when it is appropriate to make a referral to Children's Social Care.

1.1.6 Raising Awareness

The Senior Designated Person will:

a. Keep themselves up to date with national and local safeguarding procedures and ensure staff in the academy access regular training and updates, bringing to the attention of the Principal and Named Child Protection Governor any shortfalls to enable, resolve and affect positive outcomes.
b. Ensure the academy's safeguarding and child protection policy is updated and reviewed annually, and work with the NUAST Board of Directors regarding this.
c. Contribute to any development work within the academy *(Appendix 10 may assist)*.
d. Ensure parents have access to copies of the safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
e. Ensure when children leave the academy, that their safeguarding/child protection file is discussed with the Senior Designated Person at the new academy, as soon as possible and that it is transferred separately to the main student file. This file will document all concerns as well as child protection and safeguarding concerns.

1.1.7 Roles and Responsibilities of the Principal

The Principal of the academy will ensure that:

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

1.1.8 The Principal will ensure all staff have access to and read:- Safeguarding and Child Protection Policy, the Professional Standards for Staff Policy, and *DfE Keeping Children Safe in Education guidance 2016*, Part one, as a minimum and ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities.

1.1.9 Roles and Responsibilities of the NUAST Board of Directors

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

a. Ensuring that the academy has effective policies and procedures in place in accordance with this policy, and monitor the academy's compliance with them.
b. Ensuring there is an individual member of the NUAST Board of Directors to champion child protection issues within the academy, liaise with the Principal about them, and provide information and reports to the NUAST Board of Directors. However, it will not be appropriate for that person to take the lead in dealing with allegations of abuse made against the Principal. That is more properly the role of the chair of the board of directors or, in the absence of a chair, the vice chair. Ensuring that the NUAST Board of Directors is collectively responsible for the academy's safeguarding arrangements. All members of the NUAST Board of Directors will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
c. Ensuring the Principal and all other staff who work with children, undertake training which is kept up-to-date by refresher training and updates at least annually.
d. Ensuring the temporary staff and volunteers who work with children are made aware of the academy's arrangements for child protection and their responsibilities.
e. Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
f. Ensure each member of staff has access to, and understands this policy, especially new or part time staff who may work with different educational establishments.
g. Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.
h. Be able to keep detailed, accurate and secure written records of referrals/concerns.
i. Be proactive in identifying suitable training courses that would develop and enhance their knowledge and attend any relevant or refresher training courses as a minimum every two years with ongoing updates in between and at least annually.

Appendix 2

2.1.0   Identifying Concerns

2.1.1   All members of staff, volunteers and directors will know how to respond to a student who discloses abuse, or where others raise concerns about them and will be familiar with procedures to be followed.

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

   a.   The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
   b.   No promises will be made to the child eg to keep secrets.
   c.   Staff will stay calm and be available to listen.
   d.   Staff will actively listen with the utmost care to what the child is saying.
   e.   Question normally without pressurising and only using open questions.
   f.   Leading questions should be avoided as much as possible. Questioning should not be extensive.
   g.   Staff will not put words in the child's mouth but note the main points carefully.
   h.   A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc.
   i.   It is not appropriate for staff to make children write statements about abuse that may have happened to them.
   j.   Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
   k.   The Senior Designated Person will be immediately informed, unless the disclosure has been made to them.
   l.   In addition to this staff will use mechanisms in the academy to flag up children who would benefit from early help, they may do this through the completion of a concern form, referral to SEN or raising them at Team Around the Child meeting.

Appendix 3

3.1.0 Confidentiality

3.1.1   We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to a student.

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

3.1.3   The Principal or Designated Senior Person will disclose personal information about a student to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

3.1.4   All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Appendix 4

4.1.0   Records and Monitoring

4.1.1   Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

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

4.1.3   A chronology will be kept in the main academy file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Lead should the number of concerns rise or, in their professional judgement, become significant.

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

4.1.5   Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main student file. The main student file should have a **red C/dot** in the top right hand corner to denote a separate file exists (or a similar and consistent coding).

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

4.2.0   Why recording is important

4.2.1   Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate. The messages received from serious case reviews will be communicated to staff to ensure that recording and sharing information is meeting latest best practice.

4.3.0   The concerns file

4.3.1   The establishment of a 'concern' file, which is separate from the child's main academy file, is an important principle in terms of storing and collating information about children which relates to

either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ ie a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and Designated Leads in the academy.

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

    a.   A referral to NSCB/Children's Social Care.
    b.   A number of minor concerns on the child's main academy file.
    c.   Any child open to social care.

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

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

4.3.4   The academy will keep written records of concern about children even where there is no need to refer the matter to Children's Social Care (or similar) immediately but these records will be kept within the separate concerns file.

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

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

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

4.4.0 Recording Practice

4.4.1   Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including

telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern. ***NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.***

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

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

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

Appendix 5

INFORMATION/FRONT SHEET

Name:		DOB:	Class/Form:	Ethnicity:
Home Address:			**Telephone:** **e mail:**	
Status of file and dates:				
OPEN				
CLOSED				
TRANSFER				

Any other child protection records held in the academy relating to this child/child closely connected to him/her? YES/NO   WHO?

Members of household

Name	Age/DOB	Relationship to child	Home work	Contact No

Significant Others (relatives, carers, friends, child minders, etc)

Name	Relationship to child	Address	Tel No

Other Agency Involvement

Name of officer/person	Role and Agency	Status of Child ie EHAF/CPP/LAC/CiN	Tel No	Date

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Appendix 6

Chronology   CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:	Form:	
Date	Information/Details of concerns or contact	Print Name and Signature

Appendix 7

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

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

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Person for Child Protection.

Part 2 (for use by Designated Person)

Time and date information received by DP, and from whom.	
Any advice sought by DP (date, time, name, role, organisation and advice given).	
Action taken (referral to children's social care/monitoring advice given to appropriate staff/EHAF etc) with reasons. Note time, date, names, who information shared with and when etc.	
Parent's informed Y/N and reasons.	
Outcome **Record names of individuals/agencies who have given information regarding outcome of any referral (if made).**	
Where can additional information regarding child/incident be found (eg student file, serious incident book)?	

Should a concern/ confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Appendix 8

Logging concerns/information shared by others external to the academy (Pass to Designated Person)

Student's Name:	**Date of Birth:** **FORM:**
Date and Time of Incident:	**Date and Time of receipt of information:** **Via letter / telephone etc?**
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details **(telephone number/address/email)**	
Relationship to the child/family:	

Information received:

Actions/Recommendations for the academy:

Outcome:

Name:	
Signature:	

Date and time completed:	
Counter Signed by Designated Person	
Name:	
Date and time:	

Appendix 9

Body Map Guidance for Schools

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record

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

BODYMAP
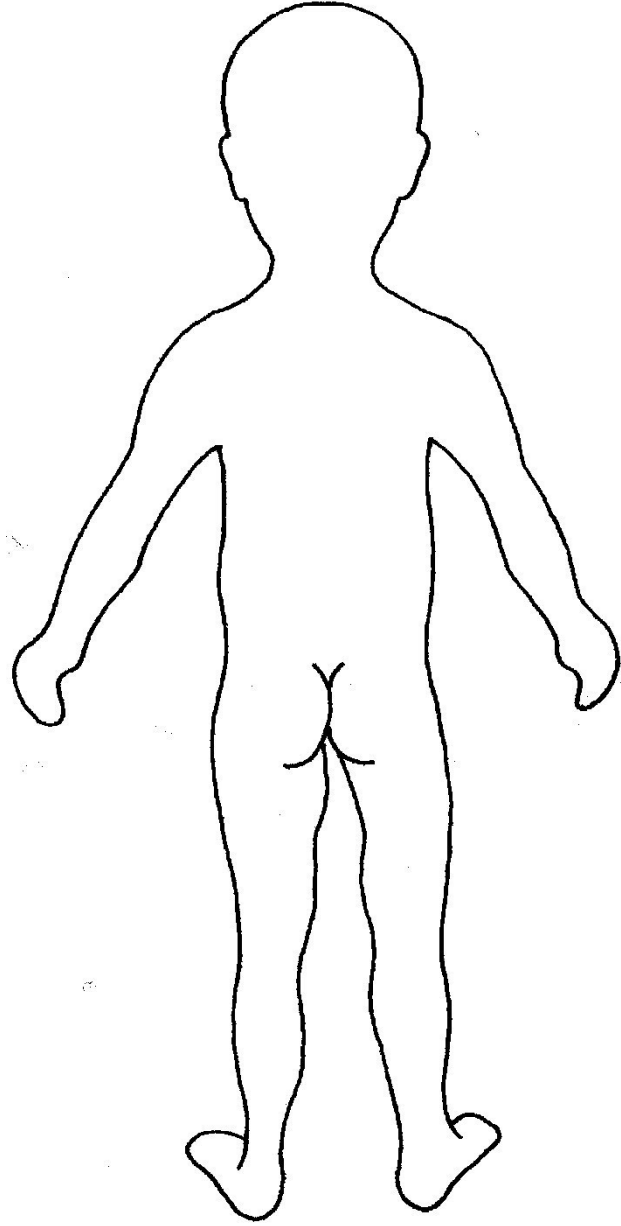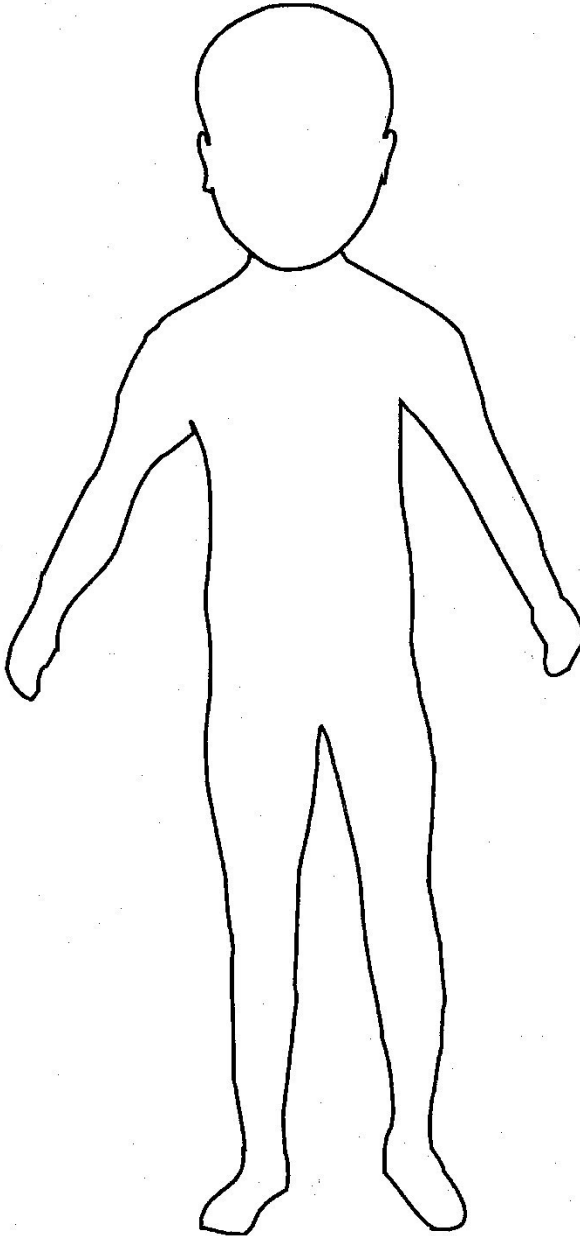## (This must be completed at time of observation)

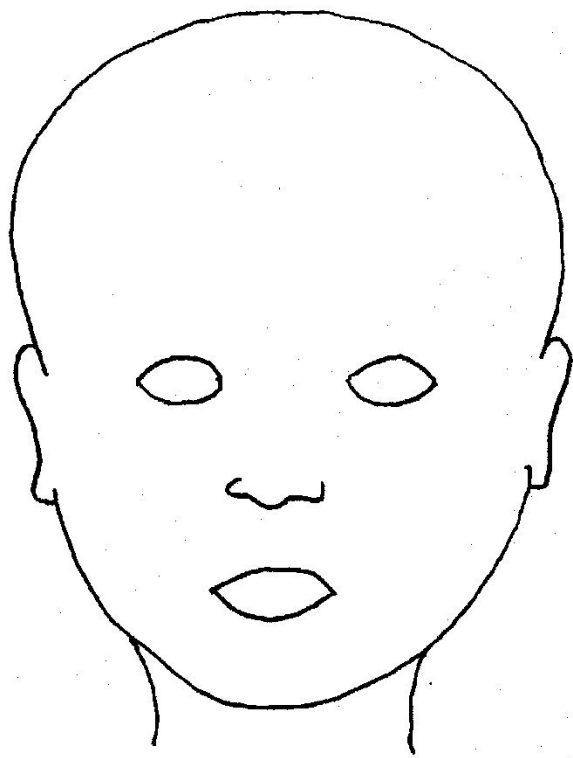Names for Child: Date of
Birth:

Name of Worker: Agency:
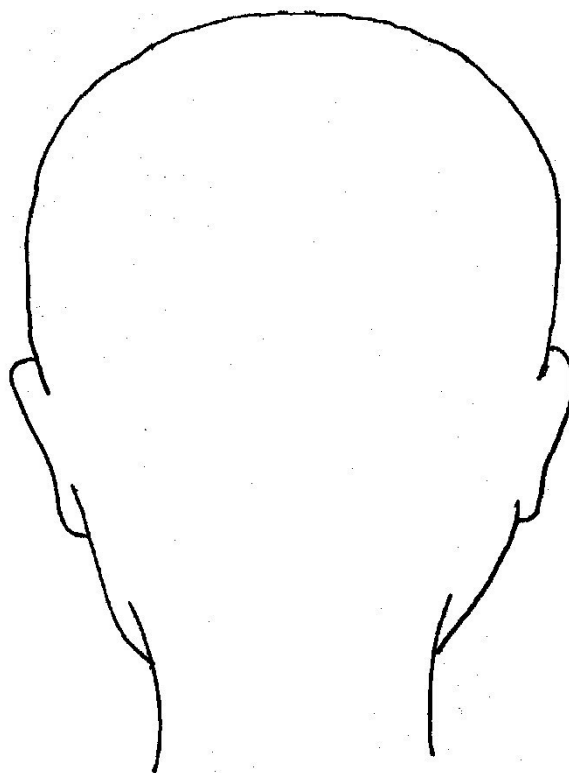Date and time of observation:
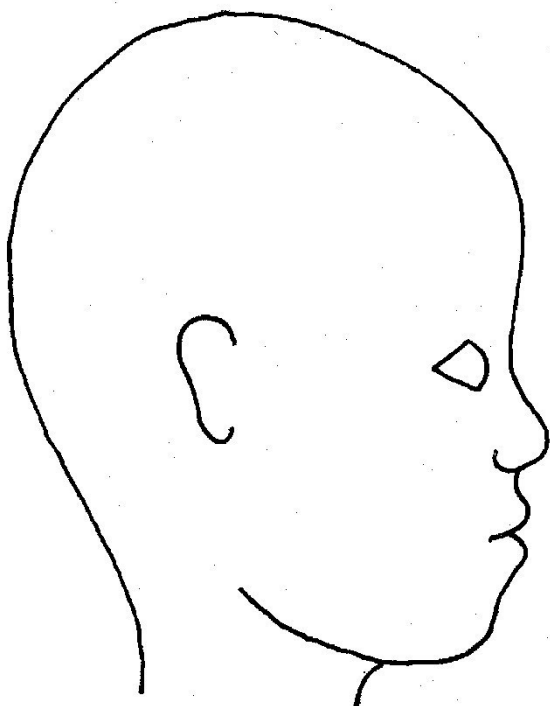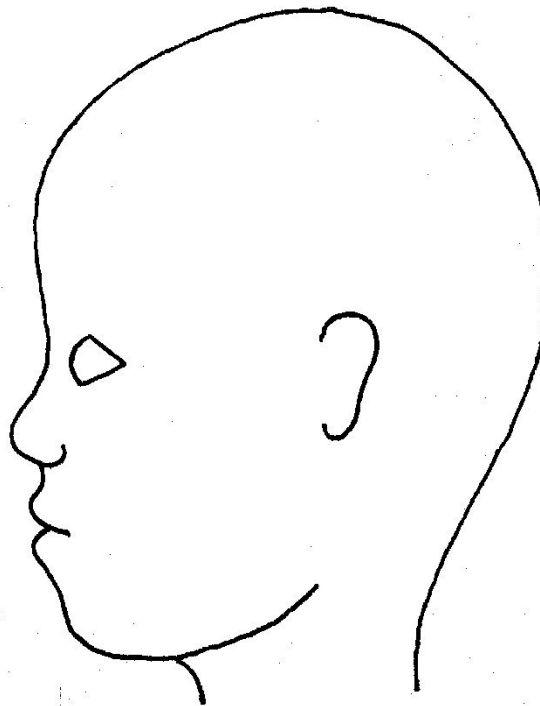
Name of Child: _____   Date of observation: _____

FRONT

BACK

RIGHT

LEFT

NUAST – Safeguarding and Child Protection Policy - updated November 2016
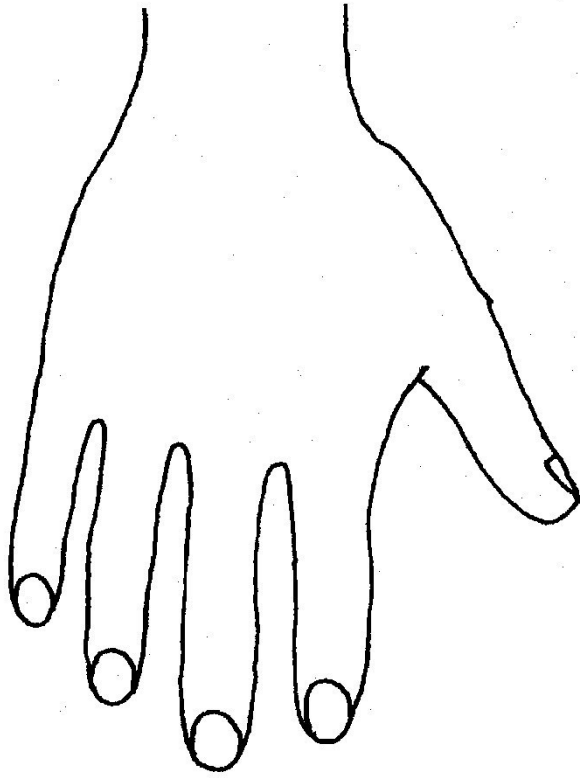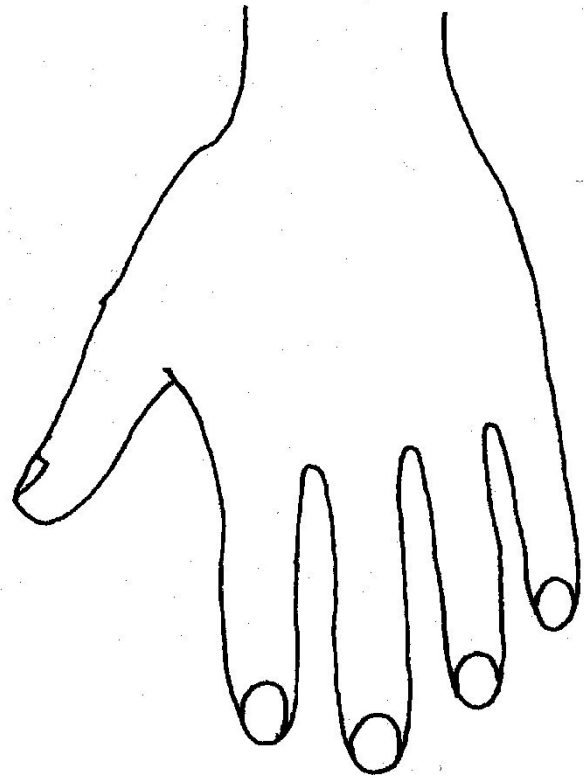
Name of Child: _____   Date of observation: _____
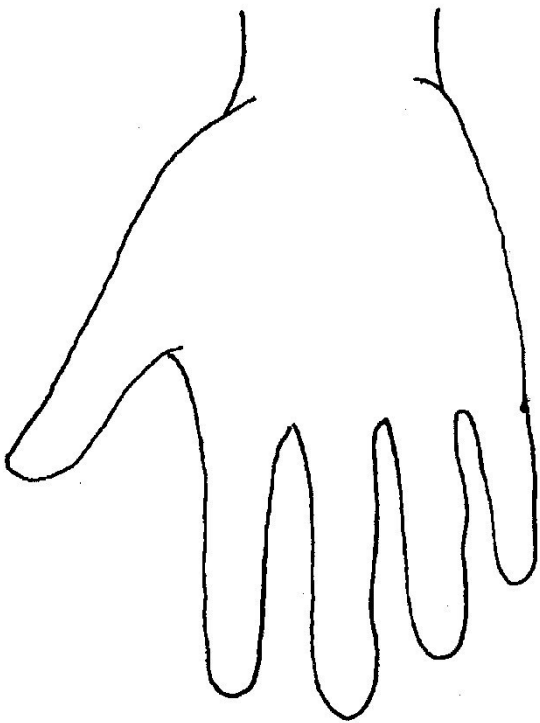

R   L

BACK

R   **L**

PALM

Name of Child: _____   Date of observation: _____
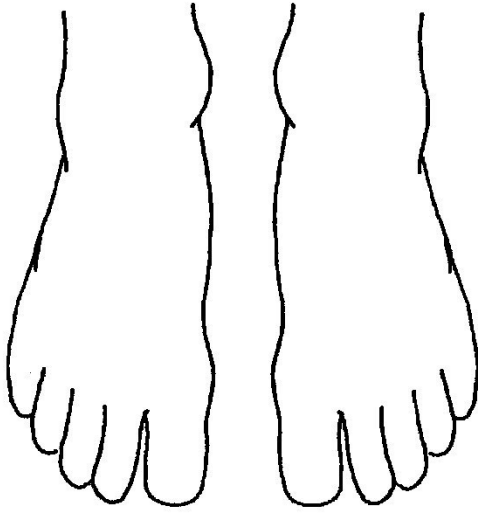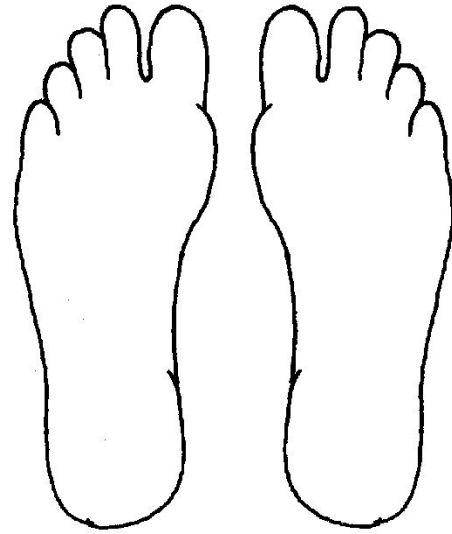
R   **TOP**   **L**   **R**   **BOTTOM**   **L**

R   **L**

INNER

R   **L**

OUTER

NUAST – Safeguarding and Child Protection Policy - updated November 2016
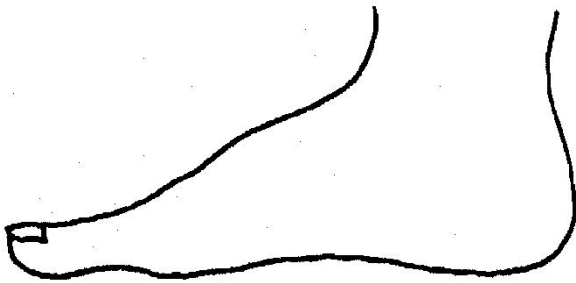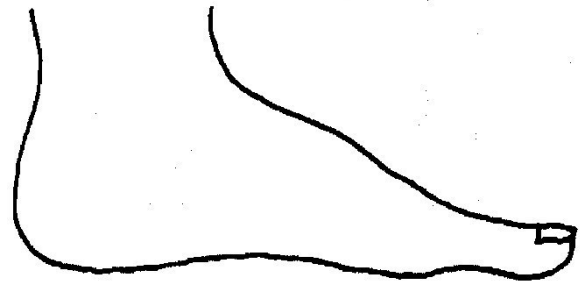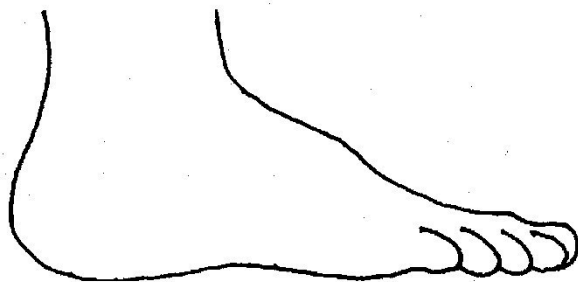
Printed Name and
Signature of worker:

Date:

Time:

_____   _____

Role of Worker :

Other information:

_____

Appendix 10

Safeguarding Children Data Base (blank template)

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan CP CIN EHAF SEN	Dates of: Conferences, Reviews and Meetings

Safeguarding Children Data Base (example template)

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
M Apple	17-4-1999 7EJ	8 Fair View Fair Town Nottingham. NG Tel:-	Sue, Dave Apple Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	L Grey EP Tel:- 01623 555555 J Newton ISS Tel:- 01623 433433	Child Protection	**ICPC** 28-6-2010 **RCPC** 15- 12 2010 **Core group Mtgs** 147-2010 2.30pm at school. 9-9-2010 15-10-2010
A Berry	14-10-1999 8PT	9 Loveday Rd Loveday Nottingham NG Tel:-	Mrs S Berry Mr P Berry Tel:- P Berry Mob:-		J Forbes EWO Tel:-01623 555555 J Walters S Nurse Tel:- 0115 666666	Child Protection Child In Need	**ICPC** 12-11-2009 **RCPC** 23-3-2010 **CiN** 12-5-2010 21-7-010
N Cherry	23-7-1995 10KL	22 Sandy St Sandy Nottingham NG Tel:- **Respite Care** 75 Green Lane Green Town Notts	Mr B Cherry Mrs J Cherry B Mob:- J Mob:- R, D Hood	A Cool Meadow House Mansfield Tel:- 01623 555555 T Manager:S Parks	J Brown EP Tel:- H Barr ISS Tel:- J Brown Health Tel:- G Taylor Physio Tel:-	Child in Need Statement of SEN	**CiN** 22-7-2010 **SEN Review** 1992010.

Appendix 11

Academy Safeguarding Action Plan

Name of Academy: **Date:**

Completed by:

Aim: Enable the academy to carry out their functions with a view to safeguarding and promoting the welfare of children. The following safeguarding areas have been highlighted for improvement:

Safeguarding Area	Safeguarding Requirement	Response	Action Taken	By Whom and Timeline
	.			

Appendix 12

12.1.0 Auditing of Student Records

> The Named Director for child protection and safeguarding, on behalf of the NUAST Board of Directors, has confirmed that the academy's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of student files every year.   Guidelines for conducting such an audit are contained below.

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

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

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

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

12.1.5 Checklist:

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

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

j.Is there evidence that academy staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an EHAF or referral to another agency. Have these actions been followed through?		

k.If meetings relating to the child and their family have been called did the academy:
 	
    i)   send a report if requested
    ii)   send a representative
    iii)   receive minutes of the meeting
    iv)   complete any actions they were assigned by the meeting
    v) ensure that other key people in academy were aware of any important issues.		

l.If injuries to the child have been noted by the academy, did staff use the body map recording form and were the records clear?		

m.Moving between schools/academies can be a time of risk as children may be leaving a school/academy where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.
 	
    i)   If the student concerned has transferred in from another school/academy is there evidence that the Senior Designated Person from this school/academy and previous school/academy discussed the student at transfer and that a note was made of that discussion.
 	
    ii) For a student of concern who moved out recently did the Senior Designated Person make contact with the new Senior Designated Person at the new school/academy? Is there a note to that effect? Was the student's concern file delivered to the new school/academy? Is there evidence that the file was received?		

12.1.6 Learning from the audit

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

Appendix 13

13.1.0 Indicators of vulnerability to radicalisation

13.1.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

13.1.2 Extremism is defined by the Government in the Prevent Strategy as:
> *Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

13.1.3 Extremism is defined by the Crown Prosecution Service as:
> *The demonstration of unacceptable behaviour by using any means or medium to express views which:*

> a. *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*

> b. *Seek to provoke others to terrorist acts;*

> c. *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*

> d. *Foster hatred which might lead to inter-community violence in the UK.*

13.1.4 There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

13.1.5 Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff are able to recognise those vulnerabilities.

13.1.6 Indicators of vulnerability include:

a. Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
b. Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

c. Personal Circumstances – migration; local community tensions; and events affecting the student / student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

d. Unmet Aspirations – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life;

e. Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

f. Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

13.1.7 However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

13.1.8 More critical risk factors could include:

a. Being in contact with extremist recruiters;
b. Accessing violent extremist websites, especially those with a social networking element;
c. Possessing or accessing violent extremist literature;
d. Using extremist narratives and a global ideology to explain personal disadvantage;
e. Justifying the use of violence to solve societal issues;
f. Joining or seeking to join extremist organisations; and
g. Significant changes to appearance and / or behaviour;
h. Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

DFE Guidance The Prevent Duty

Appendix 14

14.1.0 Signs/Indicators of Abuse or Neglect

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

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

14.1.2 There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. *Working Together to Safeguard Children* (2015) statutory guidance sets out full descriptions.

14.2.0 Physical abuse

14.2.1 **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 a child.

14.2.2 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.

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

14.2.4 Some of the following signs may be indicators of physical abuse:

    a. Children with frequent injuries;
    b. Children with unexplained or unusual fractures or broken bones; and
    c. Children with unexplained:
          i. bruises or Cuts;
         ii. burns or scalds; or
        iii. bite marks.

14.3.0 Emotional abuse

14.3.1 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 a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

14.3.2 Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

14.3.3 Some of the following signs may be indicators of emotional abuse:

    a. Children who are excessively withdrawn, fearful, or anxious about doing something wrong;

    b. Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';

    c. Parents or carers blaming their problems on their child; and
    d. Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

14.4.0 Sexual abuse and exploitation

14.4.1 Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

14.4.2 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). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

14.4.3 Some of the following signs may be indicators of sexual abuse:
   a. Children who display knowledge or interest in sexual acts inappropriate to their age;
   b. Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
   c. Children who ask others to behave sexually or play sexual games; and
   d. Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

14.5.0 Child sexual exploitation

14.5.1 Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

   a. Children who appear with unexplained gifts or new possessions;
   b. Children who associate with other young people involved in exploitation;
   c. Children who have older boyfriends or girlfriends;
   d. Children who suffer from sexually transmitted infections or become pregnant;
   e. Children who suffer from changes in emotional well-being;
   f. Children who misuse drugs and alcohol;
   g. Children who go missing for periods of time or regularly come home late; and children who regularly miss attending the academy or education or don't take part in education.

14.6.0 Neglect

14.6.1 Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

14.6.2 Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

14.6.3 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 may occur during pregnancy as a result of maternal drug or alcohol abuse.

14.6.4 Some of the following signs may be indicators of neglect:

a. Children who are living in a home that is indisputably dirty or unsafe;
b. Children who are left hungry or dirty;
c. Children who are left without adequate clothing, e.g. not having a winter coat;
d. Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
e. Children who are often angry, aggressive or self-harm;
f. Children who fail to receive basic health care4; and Parents who fail to seek medical treatment when their children are ill or are injured.

Appendix 15

15.1.0 Child Sexual Exploitation (CSE) Policy

15.1.1 The academy adheres to the NSCB procedure in relation to child sexual exploitation. This is our policy to summarise our position.

15.1.2 We recognise that child sexual exploitation is a high profile issue both nationally and locally.

15.1.3 The academy recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our academy.

15.1.4 Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen though inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

15.1.5 As an academy we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

15.1.6 If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people.   We commit to working with our inter-agency partners to safeguard and protect children.

15.1.7 Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work.

15.1.8 An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

15.1.9 We want to have a culture where the welfare of children is actively promoted and staff and students are vigilant. As part of this children will feel listened to and safe.

Appendix 16

16.1.0 Female Genital Mutilation - Guidance Notes for Staff/Directors

16.1.1 Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Board procedures NSCB procedures FGM. This guidance is based on national non statutory government guidance (2011) Government guidance FGM.

16.1.2 FGM is a procedure that includes the partial or total removal of the external female genital organs for 'cultural' or other non-therapeutic reasons.

16.1.3 It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences; this is the scale of the problem. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of children have the procedure between the ages of 5-8 years.

16.1.4 Academy staff should be alert to the following indicators:

    a. The family comes from a community that is known to practise FGM or is less integrated within the community.

    b. A child may talk about a long holiday to a country where the practice is prevalent.

    c. A child may confide that she is to have a 'special procedure' or to attend a special occasion.

    d. A child may request help, directly or indirectly, from a teacher or another adult.

    e. Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.

    f. A girl is withdrawn from PSHE/SRE.

16.1.5 In brief the signs that FGM may have occurred are:

    a. Difficulty walking, sitting or standing.

    b. Spending longer in the bathroom.

    c. Urinary or menstrual problems.

    d. Prolonged absence and then noticeable behaviour changes.

    e. Reluctance to undergo normal medical examinations.

    f. May confide in a professional but may not be explicit or may be embarrassed.

16.1.6 Where you know or suspect that FGM has occurred:

    a. Be sensitive to the child, and family, be gender sensitive, make no assumptions, be nonjudgemental, use simple language, record clearly.

    b. You have a duty to protect, safeguard and share information.

    c. Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent).

d. There will be potential enquiries under Section 47.
e. Potential police enquiries.
f. Possible use of police protection or legal orders such as EPO, prohibitive steps but not necessarily the removal of the child.

16.1.7 Reporting FGM is a mandatory requirement for teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out, on a girl, under the age of 18, the <u>teacher</u> must report this to the police.

Government Equalities Office: Fact sheet *Equalities Office Fact Sheet*

Appendix 17

17.1.0 Online Safety

17.1.1 Children and young people go online to connect with friends, and make new ones, to browse the internet for information, chat with others and play games. They may:

    a. search for information or content on search engines like [Google](#) and [Bing](#)
    b. share images and watch videos through websites or mobile apps like [Instagram](#), [Pinterest](#), [Vine](#) and [YouTube](#)
    c. use social networking websites like [Facebook](#) and [Twitter](#)
    d. write or reply to messages on forums and message boards
    e. play games alone or with others through websites, apps or game consoles
    f. chat with other people through online games, [BBM (Blackberry Messenger)](#), game consoles, webcams, social networks and tools like [Whatsapp](#)

17.1.2 When online, children and young people can learn new things, get help with homework, express themselves creatively and connect with friends and family.

17.1.3 There are also risks, but by understanding and talking about the dangers we can help keep our children safe online. We will do this by

    a. Using IMPEREO software to filter and as a tool to monitor students' online usage in the academy. This is particularly appropriate for vulnerable students.
    b. Making online safety part of our Personal Development Programme, age appropriate for all years.
    c. Support our parents by making information available on the academy website.
    d. Through Staff Training we will raise online abuse

17.1.4 Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

17.1.5 Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

17.1.6 Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

17.1.7 Staff are advised to report any concerns regarding online abuse by completing a Concern form.

Appendix 18

18.1.0 Private Fostering

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

18.1.2 A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

18.1.3 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

18.1.4 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

18.1.5 Academies have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the school/academy who has parental responsibility.

18.1.6 Academy staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The academy itself has a duty to inform the local authority of the private fostering arrangements.

18.1.7 On admission to the academy, we will take steps to verify the relationship of the adults to the child who is being registered.