



## **Ash Lea School Child Protection Policy**

**Whole School Child Protection Policy**

**September 2020 - 2021**

## INTRODUCTION

Ash Lea School recognises its responsibilities for safeguarding children and protecting them from harm. It will ensure that all appropriate policies are up to date and read and understood by all staff, governors and volunteers. Everybody involved at Ash Lea school will ensure all pupils are safe from harm.

### Policy statement and principles

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead Dawn Wigley on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Governing Body for approval and sign off at the first autumn term meeting.

Date of last review:

Date of next review:

Role	Name	Contact Details
Designated Governor for Child Protection/ Safeguarding	<i>Dr., Alex Macdonald</i>	<a href="mailto:Alex.macdonald@ashlea.notts.sch.uk">Alex.macdonald@ashlea.notts.sch.uk</a>
Snr Designated Safeguarding Lead	<i>Dawn Wigley</i>	<a href="mailto:Dawn.wigley@ashlea.notts.sch.uk">Dawn.wigley@ashlea.notts.sch.uk</a>
Deputy Safeguarding Lead	<i>Kate Davies</i>	<a href="mailto:Kate.davies@ashlea.notts.sch.uk">Kate.davies@ashlea.notts.sch.uk</a>
<i>Names of additional Safeguarding Officers</i>	<i>Sandra Gell</i>	<a href="mailto:Sandra.gell@ashlea.notts">Sandra.gell@ashlea.notts</a>
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan	0115 8041272
MASH (Multi-agency Safeguarding Hub)	or covering LADO	0300 500 80 90
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2020 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

During the Covid-10 pandemic we have set up a regularly communication system with all of our children where we contact them once a week. All children who have been identified as vulnerable more regular contact has happened. These children have been encouraged into school where this has not been an option; the teacher has rung, made doorstep visits and made in email contact. All communication has been logged on CPOMs (this was set up during Covid-19) and all DSL's informed.  
See Appendix 3

### **Child Protection and Safeguarding Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors of Ash Lea school and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

#### **Safeguarding children is defined as:**

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

#### **Safeguarding and promoting the welfare of children is defined as:**

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Working Together to Safeguard Children 2018 (page 6).

**NB. Definition:** Children includes everyone under the age of 18 years of age

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- 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 and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.

- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation: KCSiE 2020 Annex A.

**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, and prejudice-based bullying).
- Peer on Peer abuse.
- Racist, disability- based, homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery or exploitation.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2020 Part Five pages 69 to 77).
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues.
- Is at risk of or from serious violence and violent crime (KCSiE 2020 paragraphs 31 and 32).
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12<sup>th</sup> April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2020, Annex A page 94).

*Policies which has reference to keeping children safe. These policies are updated on a regularly basis and all staff and volunteers read and sign to say they have understood them.*

Staff handbook
Health and Safety policy
Child Protection policy
KCSE part 1 Sept . 2020, part 5 and Annex A
Behaviour policy
Physical intervention
Fire Evacuation policy
Confidential reporting and whistle blowing policy
Complaints policy
Contact between staff and pupil's policy
Responsibility internet access policy
Staff code of conduct
Prevent
Peer to peer abuse
Intimate and personal care
Anti bullying

At Ash Lea there is a lead for Mental Health; Caroline Morrison. She has undertaken training and has a designated Teaching and Learning Responsibility (TLR) with weekly time to support this role. The school also has 1 qualified Emotional Literacy Support Assistant (ELSA) worker with another TA training. They also have weekly designated time.

Caroline roles is to support staff identify pupils and arrange the most appropriate support. Mental Health is also included in schemes of work across the school.

Our school ethos demonstrates 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 Ash Lea School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

The children at Ash Lea are always listened to; all children have a communication system which supports the children ability to express ideas and to answer some direct questions. The adults who work with the pupils act as there advocate and they are able to note changes; be it physical or emotional to support identify any child protection issues.

Our school is led by senior members of staff and governors whose aims are 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 who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

All staff complete an induction with one of the designated leads. An induction safeguarding checklist is completed. They also complete an on-line safeguarding course and read all relevant policies. How to report safeguarding concerns is part of this process. Volunteers also complete an induction and there is a volunteer's leaflet which gives all information about who the designated leads are and how to report any concerns. All visitors and supply staff wear a badge which also details designated lead and how to report concerns. All agency staff also have to read the child protection leaflet which gives further details of our polices. The policies / induction checklist makes it clear how to report any signs of abuse and any allegations against staff.

The Snr Designated Safeguarding Lead (DSL), Dawn Wigley, is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies. All DSL work closely with other agencies with regular meetings with the Health Team working in school. School makes referrals to Early Help Unit, CAMHs and community Paediatrician. School attends LAC / Child Protection and Children in Need meetings. All relevant meeting around a child is recoded on CPOMs.

## Our Child Protection Policy

There are six main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.

- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.

We recognise that because of the day to day contact with children, school are well placed to observe the outward signs of abuse.

**The school will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the *RSHE* curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
  - Recognising and managing risks including online, sexual exploitation, sexting and running away, as well as radicalisation.
  - Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
  - Recognising how pressure from others can affect their behaviour.
  - Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
  - *RSHE will be delivered through the Ash lea Curriculum from September 2020. Staff will have training from the lead teachers Ellie Rogers and Sam Howells.*
  - *There is a draft policy which will go out for consultation in September.*
  - *The leads in this area have undergone relevant training.*
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (KCSiE 2020 Part Four Pages 56 to 68), and the NSCP local multi-agency procedures.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.
- *All off-site visits are Risk Assessed; any policies are RA for those establishments are shared with relevant staff. Other relevant checks are undertaken e.g. DBS checks*

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2020 to:**

- Ensure we have a Snr Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2020 Annex B).
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; *Since April 2020 Ash Lea school has been using CPOMs to record all significant communication / incidents relating to children. All meetings with other professionals are also recorded here. Looked After Children records are also recorded and stored in this way. All previous records are currently stored in a paper form in a locked cabinet in the Head teacher office.*
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

**Supporting children**

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

The school will endeavour to support the pupil through:

- Developing the content of the Ash Lea curriculum which is bespoke and personalised for each pupil. The curriculum works on children's developmental age and has a focus on personal and social education.
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. Staff at Ash Lea school have undertaken additional training around emotional / sensory regulation, attachment and childhood trauma and supporting those with challenges. Any incidents involving harmful sexual behaviour are recorded using Brook Traffic Light tool.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 8, published in March 2019), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.
- All pupils at Ash Lea School have Education, Health and Care plans and therefore are supported by the school through the plan. The school has a named mental health lead (Caroline Morrison), an Emotional Literacy Support Assistant (ELSA) (another one, part way through training) and have undertaken the on Attachment Aware Schools award in January 2020

#### Safe Staff and Supporting Staff

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2020 Part Three and advised by NCC HR/ Multi Academy Trust HR Services policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service the Trust. (NCC direct schools to the NSPCC Safe Recruitment online course).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2020 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2020 Part Three paragraphs 164 to 171.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. *Staff can access a copy of this through staff server, CPOMs and hard copies in staff room and main office.*
- *Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by DSL before beginning working and contact with pupils.*
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service.



- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- *All staff also have access to Schools Advisory Service (SAS) <https://schooladvice.co.uk/>*
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the School Portal.

### Links to other Local Authority policies

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

- *Accessibility Plan.*
- *Anti-Bullying revised for 2020-2021.*
- *Attendance Policy.*
- *Behaviour Principles Written Statement.*
- *Equality.*
- *Central Record of Recruitment and Vetting Checks.*
- *Complaints' Procedure Statement.*
- *Cyber-bullying.*
- *E-Safety Policy.*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty- including a Prevent Action Plan*
- *Health and Safety Disability Equality Action Plan.*
- *Home-school Agreement Document.*
- *Knife Crime Policy (new from July 2019)*
- *Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to 'upskirting'.*
- *Physical intervention/positive handling.*
- *Register of Pupil Attendance.*
- *School Access Policy.*
- *School Behaviour.*
- *Knife Crime Protocol 2019 (multi-agency).*
- *New: Relationships, Sex and Health Education*
- *New: Mental and Physical Health*
- *Special Educational Needs.*
- *CRB - Use of Reasonable Force Policy/ Guidance.*
- *Staff Behaviour (Code of Conduct policy).*
- *Staff Discipline Conduct and Grievance (procedures for addressing).*
- *School information published on a website.*
- *Visitors and VIP Policy.*
- *Whistle Blowing Policy.*
- *New: Guidance for NSPCC helpline and usage (KCSiE 2020 paragraph 70; when to call the police guidance from the NSPCC).*
- *Intimate care policy and care plans*
- *Covid -19 RA, individual pupil RA*

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link:  
<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

## Roles and Responsibilities

### All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our *school* who comes into contact with children and their families have a role to play in safeguarding children. All staff in our *school* consider, at all times, what is in the best interests of children.

Within Ash Lea school we have many different roles and they all have a major part to play in safeguarding children:

Teachers (including SLT)  
Teaching assistants  
Classroom assistant  
Personal care assistants  
Health care assistants  
Lunchtime assistants  
Office, IT and admin  
Site managers and cleaners

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by;

- Reading and understanding related policies
- **Receiving and completing relevant training**
- **Keeping up with any changes in policies and procedures**
- Reading (or in some situations) writing risk assessments.
- Ensuring any EVOLVE forms are completed before undergoing off site trips. Named staff who monitor off site trips, Educational Visits co-ordinator; Neil Phipp.
- Staff trained and updated in Health and Safety (H&S) procedures;
- H&S committee who monitor any issues.
- Evacuation procedures and regular practices throughout the year with follow up actions. All staff knowing how to record any issues around H&S.
- Appropriate number of first aid trained staff and other medical training.
- Individual risk assessment for pupils who are particularly at risk
- **Recording the reading of all documents and signing off using CPOMs**

All our staff are aware of the early help process and understand their role in this.

This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

There are named staff in school who support pupils around particular needs:

- Specialist occupational therapist who specialises in sensory / emotional and attachment and trauma.
- ELSA worker
- Trained Lego support workers
- Music therapist
- Mental health lead
- Transitions worker
- Designated LAC lead

Other ways the school supports parents:

- Ash Lea has an open door policy and parents can contact us with any issues. There are also other set times including parents evening, EHC reviews and Individual Education Priorities meetings (IEPs) where particular issues can be addressed.
- It is extremely important that relevant staff and designated lead are available during the school day to meet with other agencies including social workers.
- On the school web site there is information which could support parents to find help including the Nottinghamshire Local authority.
- During the lockdown period the school worked in new ways which will continue moving in to the new school year. We have set up remote learning, virtual meetings, telephone conferencing.

*Many children at Ash Lea have a social worker and / or are LAC. The school works hard to maintain a good working relationship. DSL will attend meetings as a priority.*

*Ash Lea school recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm. All staff have undertaken training in this area and the Mental Health lead, ELSA worker and the Attachment Aware Team support both staff and children. The school's specialist Occupational Therapist supports staff parents and pupils.*

## **Safeguarding Training**

All our staff are aware of systems within Ash Lea school and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2020.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

All our staff receive safeguarding and child protection training which is updated every three years (Nottinghamshire LA). In addition, to this training all staff members receive child protection and safeguarding updates (morning briefing / memos via email) when required, but at least annually (inset time in September). This year all staff have completed Safeguarding training / update in KCSiE 2020 on the National College training site.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. Staff meeting time was used to make all staff aware of Pathways to Provision and copies of 1 page document this can be found on noticeboards around school (staffroom / LTA board).

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

### **Staff responsibilities**

All staff have a key role to play in identifying concerns and provide early help for children.

#### **To achieve this, they will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2020.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Understand early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL's are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Pupils have been involved in NSPPC 'Consent' programme and we have been involved in the writing of DARE for special needs pupils. DARE will be trialled at Ash Lea in the Autumn term 2019.

#### **Senior Leadership/Management Team responsibilities:**

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2020 paragraphs 19 to 28), and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help (*KCSiE 2020 paragraph 18*). **All children at Ash Lea fall into this category because of they have an EHC plan and disability**
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.

- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2020 Part Four 'Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers').
- *Note New:* KCSiE 2020 Part Four Allegations of Abuse made against teachers including supply teachers, other staff and volunteers and contractors', paragraph 211: Includes behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of schools/college which did not involve children but could have an impact on their suitability to work with children.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

### **Teachers (including NQTs) and Headteachers – Professional Duty**

The Teachers Standards 2012 remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for designated teachers to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

*All pupils who have left adoption, special guardianship or child arrangement orders would be highlighted to individual teachers and support offer through the designated LAC lead Luke Skillington.*

### **Designated Safeguarding Lead**

*Dawn Wigley is the* Snr Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead (*Sandra Gell / Kate Davies*), who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

*All Designated leads have up to date training as well as Sadie Fletcher (Business manager). All leads also attend safeguarding updates each term.*

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

### **The Senior Designated Safeguarding Lead is expected to:**

#### **Manage Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- All three designated leads work closely together to ensure they are all aware of current open cases and any concerns. It is a regular agenda on SLT meetings.
- All DSL are copied in to CPOMs safeguarding concerns.

All pupils will be allocated a key worker if they need additional support.

### Work with others

- Liaise with the headteacher/principal (where the Snr Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2020) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/ LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- One of the DSL attends NCC focus groups and What's new in safeguarding; any new information is shared via staff briefing and news letters
- The Snr. DSL has been working with the RSHE leads on the development of the curriculum.
- There are also links with NSPCC, DARE and other organisations; school has also brought in to the PSHE association which will support teachers with ideas and resources.

### Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

### The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 8, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.

- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2020 Annex A pages 89 to 91).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home. (KCSiE 2020 Paragraph 92 and Annex C).
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

### **Raise awareness**

- Ensure that the child protection policies are known, understood and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

### **Child Protection file**

- The Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- Since April 2020 Ash Lea has been using CPOMs to record all incidents. All DSL's are copied into the incidents and the Snr. DSL ensures they are followed up and actions completed.
- There are precious record in paper form which are stored in a locked cabinet in the SLT office.
- Any children from Ash Lea moving onto any further education or new school all records are sent to the school with special delivery. A record form is completed to acknowledge receipt.
- In any children move onto a school with CPOMs the confidential records will be transferred electronically.
- All new children should arrive with school and confidential records. All records will be signed for as a record of acknowledge receipt. Any children coming from a school with CPOMs; their confidential records will be electronically collected.

### **Availability**

- During term time the Snr Designated Safeguarding Lead or a Deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2020 paragraphs 45 and 46, 67 to 73, and Annex B.

### **Headteacher**

#### **The Headteacher of the school will ensure that:**

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- The school has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.

- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the Whole School Child Protection Policy; the Staff Behaviour/Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2020.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2020). If the allegation is against the Headteacher, then the Chair of the Governing Body will manage the allegation – see below.

### Governing Body and Multi- Academy Trusts

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school. **This person is the Chair of Governors Dr. Alex Macdonald**
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2020 Part Four: 'Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers', HM Working Together to Safeguard Children 2018 and the recently published HM Government guidance Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018 and KCSiE 2020 paragraph 84, the additional clarification about GDPR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2020 Part One, Annex A and Part Five as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as the school 'critical friend'.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.



- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2020 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the school has the training and resources to manage any concerns or incidents harmful.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

### **Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead**

- **Luke Skillington** has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
- We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

## Care Leavers

We recognise those children and young people who cease to be Looked After and become 'care leavers', should remain supported and our Designated Teacher and school staff will work with the Personal Advisor appointed for them, where one is appointed, to help develop a pathway plan with them and the young person. There are 'care leavers' at Ash Lea school however they become 'vulnerable adults' and continue to be looked after. Staff at school attend all LAC / leavers meeting and support transition into adult provision.

## Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed as they have completed training and have been involved in any meetings where changes are discussed.

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

This document can be found in the policy box in the staffroom, on the **One drive Safeguarding 2020** and in the staff shared Safeguarding 2020-2021

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

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

- Parents who will not engage with medical professionals, miss appointments or carry out health programmes at home

The four categories of child abuse are as follows:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

**Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Some of the Possible Indicators Could Include:**

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

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

**Some of the Possible Indicators could include:**

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

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

**Some of the Possible Indicators Could Include:**

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or

excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

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

#### **Some of the Possible Indicators Could Include:**

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

**Upskirting Definition:** Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. **The Peer on Peer policy has been amended to include this. All staff are aware of this and if they have any concerns they will be addressed. All pictures children may take in school (which is already limited as children do not have mobile in the classroom / at break times or lunchtimes) are checked but adults before children go home.**

#### **Online Abuse**

Online safety is available for parents on the school web site <https://www.ashlea.notts.sch.uk/e-safety/> and parents are reminded of this information on a regular basis ; especially during Covid -19 where there was more online learning. Within the school children do not use the internet without adult supervision and do not use personal devices in school.

#### **Sharing Information**

The school is mindful about the importance of sharing information and the reasons for this. More information about our Privacy policies can be found on our web site; <https://www.ashlea.notts.sch.uk/privacy-notice/>

#### **Contextualised Safeguarding**

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff, but particularly our Designated Safeguarding Leads (DSL's) will consider the context within which such incidents and or behaviours occur. We recognise this is known as 'contextual safeguarding' and will consider by assessing whether wider environmental factors are present in a child's life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Here are a list of possible contextualised safeguarding, which includes:

- Child Sexual Exploitation – CSE.
- Radicalisation and Extremism.
- Criminal Child Exploitation – CCE.
- Serious Youth Violence - County Lines.
- Human Trafficking.
- Harmful Sexual Behaviour – HSB.
- Sexual Violence and Sexually Harmful Behaviour

At Ash Lea we recognise that all our pupils are vulnerable due to the nature of their difficulties and need extra support to ensure they are protected especially online. All pupils will be monitored when using the internet and reminded about the risks. Any concerns that staff have must be reported to the DSLs. All staff have read the Radicalisation and Extremism policy and completed the online course. The IT manager has set up system to monitor searches into these areas and any issues will be followed up by DSLs. DSLs and a governor have also completed WRAP. The school's PSE curriculum and RSHE will support pupils understanding, (where it is appropriate), of these contextualised safeguarding issues. (see list below). Monitoring of incidents of Harmful Sexual Behaviour are recorded and supported on a concerns form supported by The Brook Traffic Light Tool. Staff are informed of this as part of their induction.

**Our staff will be alert to the potential needs for early help for a child who:**

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan EHCP).
- is a young carer.
- is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern-day slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- has an age inappropriate understanding of sexualised behaviours.
- is privately fostered.

Appendix 3 to this policy has been written to explain arrangements relating to Covid -19

All our staff are aware they must **always act in the 'best interest of the child'** and report or refer concerns in accordance with our school policies and procedures.

**Children with Special Educational Needs**

All pupils at Ash Lea School have special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. It is important that we enable our pupils to have a voice to ensure they are able to tell us any concerns.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

All staff and volunteers have a responsibility to report bumps, marks etc. that they see on children through the electronic body map on CPOMs. Parents also have a responsibility to let school know if a child has any marks and offer an explanation via e.mail, home / school diary or a telephone call. Staff are expected to ask parents for an explanation if one is not realised. If staff have any concerns they are to be reported to DSLs.

## Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger. If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Snr Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

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

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions;
  - Leading questions should be avoided as much as possible
  - Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but will subsequently note the main points carefully.
- 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.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency.

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.**

## Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Headteacher or Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

## Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2018 para 23).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- **New** DfE KCSiE 2020 paragraphs 82 to 88 and paragraph 94 has been updated to further clarify about GDPR and withholding information.
- HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).
- **Staff and governors have completed GDPR training and policies are updated and shared with all. Any breaches of data are reported immediately to Kate Davies the designated lead for GDPR., who will investigate and monitor. Records of training is kept in school.**

**Records and Monitoring** (KCSiE 2020 paragraphs 55, 87,88, 240 to 243, Part Five, Annex B page 100 to 101)

Ash Lea started recording electronically confidential concerns on CPOMs. Previous records are still in a paper 'concern's files or 'child protection confidential' files. All information is kept securely in the SLT office in a locked cabinet. The key is secured in the safe. SLT and Office aware of the where the key is kept.

All staff and volunteers are aware of the important of reporting safeguarding concerns. Concerns form are now completed electronically and any other relevant information and investigated. All meetings and updates are recorded on a child with a confidential file are logged on CPOMs. On a regularly basis the files are reviewed by SLT. Pupils at Ash Lea may have a confidential file if they are have had referrals to MASH, CAMHS on a Child Protection. Many of our pupils have Child in Need meetings due to the fact they have respite care / short breaks they will now be recorded on CPOMs. Many of Ash Lea pupils are Looked After Children (LAC) or Venerable adults (Post 18); they have a separate recording system. This is monitored by the Designated LAC lead Luke Skillington. All office staff and SLT have undertaken training and all other staff will have training in the Autumn term.

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. Where an opinion or professional judgement is recorded this should be clearly stated as such.

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

A chronology will be kept in the main school 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 Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

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

Our school will ensure all or files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

### **Why recording is important**

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Ash Lea School uses C Pom's electronic recording system. All schools will need to ensure the system adopted by the school and signed off by the Governing Body is robust, secure and appropriate, and should be mirrored in the following appendix and policy text.

**We still have archived paper 'concern's files or 'child protection confidential' Files.**

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

**The Child Protection (CP), Child in Need (CiN) or Confidential file** (KCSiE 2020 paragraphs 55, 87,88, 240 to 243, and Annex B pages 100 to 101).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

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

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

All 'child protection' or 'confidential' file should contain:

- A front sheet.
- A chronology.



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

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

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

*The school use CPom's and there is a different log in arrangements for different levels of authority. The records will be reviewed monthly by SLT and termly by Governor lead.*

The 'confidential' file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, 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 arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave the school we will ensure their confidential/child protection file is transferred to the new school as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place.

There should be a smooth and safe transition for the child.

Those schools that use electronic case record management systems should continue to have good dialogue between the Snr Designated Safeguarding Leads to ensure children subject to child protection and safeguarding concerns are well supported and any transition arrangements or change of school and or education provision should be seamless.

### **Recording Practice**

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

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. 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.

### ***We will no longer need to use paper recording documents***

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision Version 8 document published March 2019, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse.

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

**Educating Young People – Opportunities to teach safeguarding** (KCSiE 2020 paragraphs 93 to 95).

As a school we will to teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2020.

**RSHE**; RSHE will be delivered through the Ash Lea Curriculum from September 2020. Staff will have training from the lead teachers Ellie Rogers and Sam Howells.

There is a draft policy which will go out for consultation in September.

The leads in this area have undergone relevant training.

**Pupils will to learn about safety through the Ash Lea Curriculum and we involve other agencies like NSPPC (Consent course) and DARE.**

A list of e- learning resources for parents to use are on our web site:

<https://www.ashlea.notts.sch.uk/e-safety/>

Appendix 3 reflect what safeguarding arrangements have been set up during Covid -19 and when children are being supporting with their learning at home.

**Helplines and reporting**

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

*Appendix 1 - NCC LA Flow Chart 'What to do if you are worried a child is being abused*

*Appendix 2 - Template: Body Maps Guidance and Body Maps*

*Appendix 3 -Covid -19 update*

Appendix 1

**Ash Lea School Child Protection/ Safeguarding Flow Chart**



**'What to do if you are worried a child is being abused, at risk of harm or neglect'**

**Member of staff, volunteer has concerns about a child's welfare**

- Be alert to signs of abuse and question unusual behaviour.

**Where a child or young person discloses abuse or neglect**

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe. **DO NOT DELAY take any immediate necessary action to protect the child.**
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information onwards.
- Do not question further or inform the alleged abuser.

**Discuss concerns with the Snr Designated/ Named Safeguarding Lead**

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or 'child protection' file should be opened, stored in line with the school child protection policy.

**Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care**  
Have child/ families' personal details to hand and be clear about concern/ allegations.

**Safeguarding concern Resolved /no longer held**  
Support has been agreed, record decision, any follow up actions.

**Children's Social Care**  
During Office Hour, Monday to Friday  
**Multi Agency Safeguarding Hub (MASH)**  
Tel:- 0300 500 80 90  
**If the child is at immediate risk**  
**TEL: 101 and ask for assistance** Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures – [www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp)

**Out of hours Emergency Duty Team**  
5.00pm – 8.30am  
Tel 0300 4564546  
**NSPCC Whistle blowing Tel:**  
**0800 028 0285**

**Unmet needs identified**  
Decide what actions are needed to support the child.

**Consult with child young person, family and relevant agencies:** Agree support, refer to NSCP guidance 'Pathway to Provision' Version 8

**Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO)**  
**Tel:- 0115 8041272.**  
**Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047**  
**This flow chart is intended as a brief guide. Please refer to our Child Protection Policy**

## **Appendix 2**

### **Body Map Guidance for Schools (to be used when recording body maps on CPOM's)**

#### **Medical assistance should be sought where appropriate.**

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

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

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

**\*At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. 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 e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. 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**

## Appendix 3 (due to COVID – 19)

### 1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners [NSCP/DDSCP] and local authority (LA) [Nottinghamshire County Council/Nottingham City Council/Derbyshire County Council].

It sets out changes to our normal child protection policy in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education. Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first.
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately.
- A designated safeguarding lead (DSL) or deputy should be available at all times.
- It's essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children. Children should continue to be protected when they are online.

This addendum of the Ash Lea's School Safeguarding and Child Protection Policy 2020 – 2021, contains details of our individual safeguarding arrangements in the following areas:

1	Context	
2	Vulnerable children	
3	Attendance monitoring	
4	Designated Safeguarding Lead	
5	Reporting a concern	
6	Safeguarding Training and induction	
7	Safer recruitment/volunteers and movement of staff	
8	Supporting children not in school	
9	Supporting children in school	
10	Peer on Peer Abuse	
11	Additional Information For SLT	
12	Home Visit Risk Assessment Form	

**Key Contacts:**

<b>Role</b>	<b>Name</b>	<b>Contact details</b>
Designated Governor for Child	<b>Dr. Alexander Macdonald</b>	<a href="mailto:Alex.macdonald@ashlea.notts.sch.uk">Alex.macdonald@ashlea.notts.sch.uk</a>
Snr Designated Safeguarding Lead	<b>Dawn Wigley</b> Head teacher	<a href="mailto:Dawn.wigley@ashlea.notts.sch.uk">Dawn.wigley@ashlea.notts.sch.uk</a> 07947111519
Deputy Safeguarding Lead	<b>Sandra Gell</b> Assistant head teacher <b>Kate Davies</b> Assistant head teacher	<a href="mailto:Sandra.gell@ashlea.notts.sch.uk">Sandra.gell@ashlea.notts.sch.uk</a> 07870902201 <a href="mailto:Kate.davies@ashlea.notts.sch.uk">Kate.davies@ashlea.notts.sch.uk</a> 07977503114
LAC Lead	<b>Luke Skillington</b>	<a href="mailto:Luke.skillington@ashlea.notts.sch.uk">Luke.skillington@ashlea.notts.sch.uk</a> 07966026530
Name of additional Safeguarding Officers	<b>Sadie Fletcher</b> Business Manager	<a href="mailto:Sadie.fletcher@ashlea.notts.sch.uk">Sadie.fletcher@ashlea.notts.sch.uk</a> 01159892744
LA Safeguarding Children in Education Officer	<b>Cheryl Stollery</b>	0115 8041047
LA Child Protection Contact/LADO	<b>Eva Callaghan</b> or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90 0300 456 4546 (Outside of office hours) Tel: 0115 8041248 9am to 4.30pm Monday to Friday or please use <a href="mailto:early.help@nottssc.gov.uk">early.help@nottssc.gov.uk</a> and password protect any confidential information Address: Early Help Unit, Meadow House, Littleworth, Mansfield, Nottinghamshire NG18 2TB
Emergency Duty Team (Children's Social care) Early Help Unit		0300 456 4546
Prevent Referral		<a href="mailto:prevent@nottinghamshire.pnn.police.uk">prevent@nottinghamshire.pnn.police.uk</a>
The Department for Education coronavirus helpline is available to answer questions about COVID-19	Relating to education and children's social care. Staff, parents and young people can contact this helpline as follows:	Phone: 0800 046 8687 Opening hours: 8am to 6pm (Monday to Friday), 10am to 4pm (Saturday to Sunday)

## 2. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. *Many children and young people with EHC plans can safely remain at home.*

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. Ash Lea School may also deem other children vulnerable for a number of reasons; these will form part of a group who may or may not come in to school but will be monitored and tracked on a regular basis.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Ash Lea School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead people for this will be: **Luke Skillington (LAC Lead)**

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Ash Lea School will explore the reasons for this directly with the parent. With support in place the child may be able to stay within their homes. Where parents are concerned about the risk of the child contracting COVID19, Ash Lea School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

## 3. Attendance monitoring

**In September 2020 all children will be expected to be back in school. All teachers will have individual conversation with parents to discuss any concerns.**

**Attendance will be recorded as normal on School Pod.**

**Where it has been identified by school, parent's social worker / medical professionals.**

Home visits will be undertaken if a child who we accept to attend school and doesn't or we are unable to contact a child on our vulnerable list. A risk assessment will be completed before a visit. A proforma for the risk assessment is attached to this appendix.

## 4. Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. Currently all 4 members of staff are well within their training dates.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Ash Lea School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting (or if our staff are deployed to another setting) to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## 5. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Ash Lea School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in Part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Ash Lea School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Ash Lea School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE, 2019 .

Ash Lea School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Ash Lea School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. There is a daily register in the main foyer where all staff and volunteers will sign in.

## 6. Supporting children not in school

Ash Lea School is committed to ensuring the safety and wellbeing of all its children and young people.

Any children who have been identified to continue to be educated at home their teacher will be providing learning materials, ensuring regular contact and making home visits. The child's RA will

Commented [MB1]: Ash Lea School



be updated and reviewed on a regular basis. A record of all meetings, reviews etc. will be kept on CPOMs.

## 7. Supporting children in school

Ash Lea School is committed to ensuring the safety and wellbeing of all its pupil's.

Ash Lea School will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Ash Lea School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Ash Lea School will ensure that update resources are added to the School web site to support both learning and Mental Health and Wellbeing. In September all staff will have training on our what the 'recovery' looks like in terms of our change in curriculum and all staff have read our recovery document. The school's Emotional Literacy Support Assistant (ELSA) worker will be taken off her normally timetable and will be based in an ELSA room to support all pupils and support teachers with advice and resources.

## 8. Home Visit Risk Assessment Form

### Ash Lea School

#### Home Visit - Risk Assessment Form

Pupil Details	
Name of School:	Click or tap here to enter text.
Name of Child	Click or tap here to enter text.
Class	Click or tap here to enter text.
Address to be visited	Click or tap here to enter text.
Date of visit	Click or tap to enter a date.
Is the child:	<input type="checkbox"/> CP/CiN <input type="checkbox"/> EHCP <input type="checkbox"/> Other Vulnerability

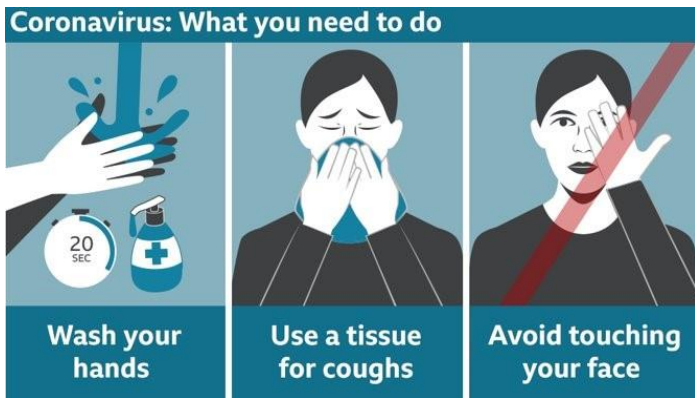
Reason for visit	
Requested by Local Authority <input type="checkbox"/>	Concerns from School <input type="checkbox"/>
Have you exhausted all other means of contact	<input type="checkbox"/> Yes
Which staff members will be undertaking the Home Visit	1:
Details of reason a Home visit is required: Click or tap here to enter text.	

<b>Existing &amp; Proposed Control Measures</b>		
All social distancing protocols to be maintained		<input type="checkbox"/> Yes
Is the family self-isolating because of symptoms?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Is the family at home because of social distancing?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
<b>Driving to Visit:</b>		<b>Walking to Visit:</b>
If 2 people are completing the visit please use separate cars		If 2 people are completing the visit please maintain a 2m distance from each other
<b>Gloves:</b> (from School) To be worn on exiting the car and remove once back in the car		<b>Gloves:</b> (from School) To be worn for the duration of the visit
<b>Anti-bac wipes:</b> (if available) To be used on the car door handle and steering wheel after the visit is complete		
<b>Anti-bac hand sanitiser:</b> (from School) To be used once the gloves are removed before setting off back to base		<b>Anti-bac hand sanitiser:</b> (from School) To be used once the gloves are removed before setting off back to base
<b>Hand washing:</b> Wash your hands for 20 secs using soap and water on return to the base		<b>Hand washing:</b> Wash your hands for 20 secs using soap and water on return to the base
<b>Other measures:</b> Click or tap here to enter text.		<b>Other measures:</b> Click or tap here to enter text.
<b>Remember – this is a door step visit only – Social Distancing to be maintained throughout</b>		

To be completed on return to base if you had to enter the house	<b>Justification:</b> Click or tap here to enter text.	
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Name of Person undertaking Risk Assessment	Click or tap here to enter text.
Role	Click or tap here to enter text.
Signature	
Date	Click or tap to enter a date.

**Coronavirus: What you need to do**

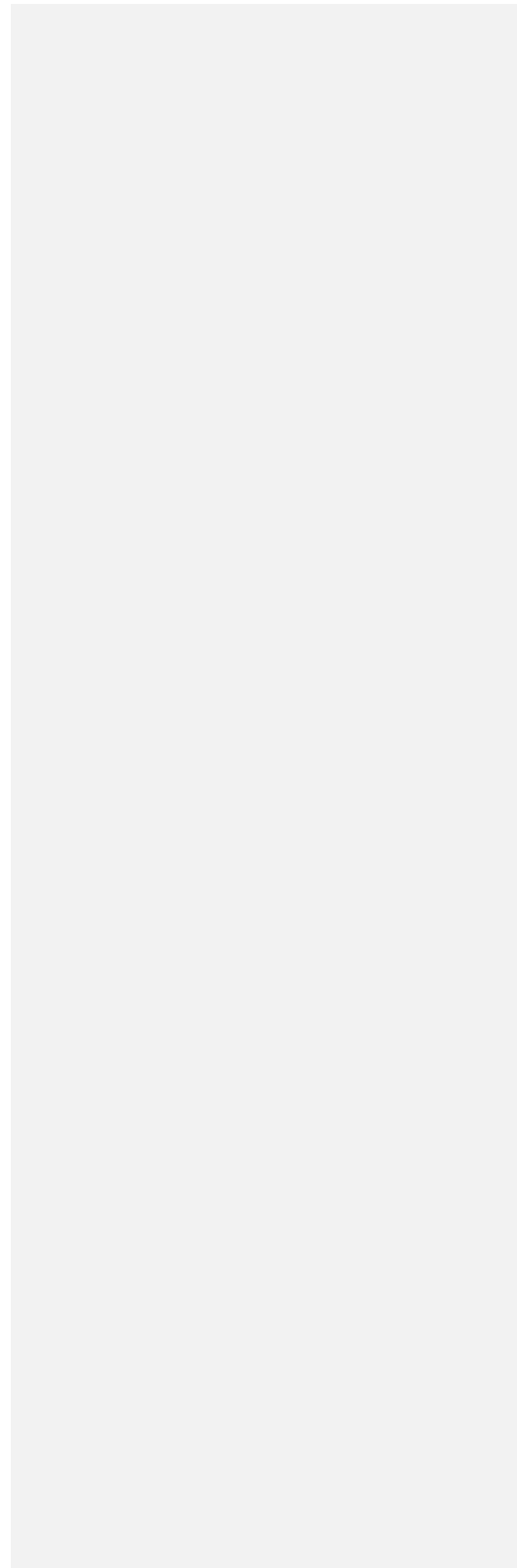


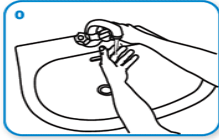
The infographic is divided into three vertical panels. The first panel shows hands being washed under a stream of water with a bottle of hand sanitizer and a clock icon indicating a 20-second duration. The second panel shows a person coughing into their elbow with a tissue. The third panel shows a person about to touch their face, with a large red 'X' over the hand to indicate this is a prohibited action.

**Wash your hands**

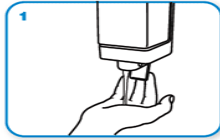
**Use a tissue for coughs**

**Avoid touching your face**





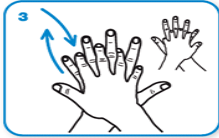
Wet hands with water



apply enough soap to cover all hand surfaces.



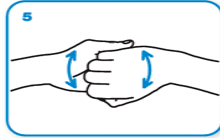
Rub hands palm to palm



right palm over left dorsum with interlaced fingers and vice versa



palm to palm with fingers interlaced



backs of fingers to opposing palms with fingers interlocked



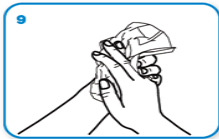
rotational rubbing of left thumb clasped in right palm and vice versa



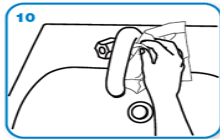
rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.



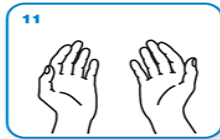
Rinse hands with water



dry thoroughly with a single use towel



use towel to turn off faucet



...and your hands are safe.

Draft policy  
6<sup>th</sup> April 2020  
To be sent to SLT and governors to review and amended

# MODEL CHILD PROTECTION POLICY TEMPLATE 2020/2021

Published: September 2020

**For the attention of: All Headteachers, Principals, Governing bodies, Trusts and Snr Designated Safeguarding Leads.**

## INTRODUCTION

**Please Note: All content should be read and adjusted according to your school profile. It should mirror your school's 'safeguarding arrangements' and the procedures you have in place to manage, report/refer all child protection and safeguarding concerns.**

**The LA Model Child Protection Policy template is ONLY a framework and should be seen as a starting point for development to fit your school, academy or college individual context.**

The content within this Child Protection Policy template reflects the statutory requirements within DfE Keeping Children Safe in Education KCSiE 2020, which will come into force on the 1st September 2020 and replace KCSiE 2019.

**You will note that this** Child Protection Policy template for September 2020/2021, like last years has sections reserved for you, your leadership team, snr designated safeguarding lead and governing body or multi-academy trust to specify how you and your school, academy or college intend to keep children safe, free from abuse, harm and risk of exploitation .

## STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES

### Links to safeguarding legislation, guidance and procedures for Schools, Academies and Colleges

Safeguarding children in education is set out in two main pieces of statutory guidance, links to the statutory safeguarding guidance are available below.

**Note:** The following paragraphs will only apply to your individual school/setting:

**Maintained schools** - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

**Academies, free schools, independent schools, alternative education providers** - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

**Non-Maintained Special Schools** - Section 157 of the Education Act 2002 and the Non-Maintained Special Schools (England) Regulations 2015.

**The Teachers' Standards 2012** state that teachers, including headteachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

**Link to Guidance:**

- HM Working Together to Safeguard Children, published 4<sup>th</sup> July 2018  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- DfE Keeping Children Safe in Education 2020 (KCSiE) in force from 1st September 2020  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

**KCSiE 2020 sets out what schools and colleges should and must do to safeguard children. The substantive changes from KCSiE 2019 are within KCSiE 2020 at Annex H, pages 115 to 118 of the guidance.**

In addition, a link to the non-statutory interim guidance for Covid-19 can be found on page 3. Schools, academies and colleges must make clear the 'safeguarding arrangements' put in place to address risks and needs during the Covid-19 pandemic from the guidance made available to you by the Government, NCC and its partners. Link:  
<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schoolscolleges-and-other-providers>

- **What to do if you're Worried a Child is Being Abused (2015)** [What to do if you're worried a child is being abused](#)
- The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college via <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/> or by calling 0800 028 0285- line is available 8.00am to 8.00pm Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Local Child Protection and Safeguarding Policy and Practice Guidance**

### **Nottinghamshire Safeguarding Children Partnership (NSCP)**

The NSCP is an independent safeguarding partnership which has responsibility for coordinating the work of agencies within Nottinghamshire to safeguard and promote the welfare of children and for ensuring the effectiveness of that work. The NSCP has six Designated Safeguarding Leads from county schools and academies on the membership of the NSCP Partnership Forum, alongside the Safeguarding Children in Education Officer (SCIEO), this acknowledges the pivotal role schools play in local multi-agency safeguarding arrangements. The NSCP provides safeguarding procedures and guidance, delivers a programme of multi-agency training and monitors safeguarding practice through multi-agency audits, case reviews and performance information.

The Safeguarding Partnership is key for agreeing how relevant organisations cooperate to safeguard and promote the welfare of children and ensure the effectiveness of what they do. It also provides local practice guidance on child protection issues.

The Nottinghamshire Safeguarding Children Partnership (NSCP) revise their [Interagency Safeguarding Children Procedures](#) at least annually.

**NSCP website link:** <https://www.nottinghamshire.gov.uk/nscp>

**Safeguarding Information for schools/colleges:** is accessible via the Nottinghamshire County Council website and the safeguarding section of the Schools Portal.

Some key safeguarding documents, guidance, policy templates and audit tool kits are also available via the NSCP website under Resources- Schools, for Independent schools, and alternative education providers to access.

The Safeguarding Children in Education Officer, is also available for advice, guidance and information and contactable via email: [cheryl.stollery@nottscc.gov.uk](mailto:cheryl.stollery@nottscc.gov.uk) or telephone: 0115 8041047

#### **Early Help – Pathway to Provision**

The threshold for accessing support and service, the [Pathway to Provision Version 8](#) was updated in March 2019. The purpose of the Pathway to Provision handbook is to support practitioners to identify an individual child's, young person's and /or family's level of need and to enable the most appropriate referrals to access provision. Link:

<http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>

## **KCSiE 2020 - Developing and Embedding a Whole School Approach to Safeguarding for 2020-2021**

### **KCSiE 2020 Part One Safeguarding Information for all staff (pages 5 to 18):**

The guidance in KCSiE 2020 has been further strengthened to make clear the roles and responsibilities of all staff but particularly those with Designated Safeguarding Lead (DSL) responsibilities, Head teachers and Governing bodies.

The Snr Designated Safeguarding Lead has a responsibility to ensure members of the senior leadership team, staff and governors read and understand the content of DfE KCSiE 2020 in full, and ensure the schools 'safeguarding arrangements' are compliant with all statutory requirements and all actions are taken to keep children safe.

It reinforces that all staff must read and understand KCSiE 2020 Part One, Annex A which contains important additional information about specific forms of abuse and safeguarding issues and be conversant with Part Five Child on Child Sexual Violence and Sexual Harassment.

### **DfE KCSiE Part Two: The Management of Safeguarding -Safeguarding policies and procedures (pages 18 to 32) makes clear the responsibilities placed on Governing bodies and Head teacher's para 62 to 66 informs:**

*Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.*

***This should include:*** Individual schools and colleges having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the



*three safeguarding partners. It should be updated annually (as a minimum) and be available publicly either via the school or college website or by other means. (KCSiE 2020 paragraphs 62 and 63).*

In addition, KCSiE 2020 highlights the importance of the frontline staff in developing the school's child protection policy. As part of the review process, we strongly recommend that those who are working with children have a say in the development of your policy and that this can be evidenced; this should also be extended to Governors.

**A table of changes is included at Annex H (pages 115 to118). The DfE have made changes in three circumstances:**

1. The legislation to reflect the mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020.
2. Included helpful additional information that will support schools and colleges protect children e.g. mental health, domestic abuse, child criminal and sexual exploitation and county lines.
3. Important clarifications which will help schools, colleges and alternative education providers better understand the KCSiE 2020 guidance.

### **Changes to NCC & NSCP Model Child Protection Policy Template for 2020/21 and Guidance Notes:**

The NCC & NSCP Child Protection Policy template and guidance for 2020/2021 has been reduced in content and is now a framework and starting point for you to develop to fit your own school, academy or colleges individual context.

Schools and colleges do not have to use this template, but it should be offered by the Local Authority. It is however, a statutory requirement for you to have a child protection policy in place which is shared and fully understood by all stake holders, which mirrors the 'safeguarding arrangements' that you adhere to in your school or college, and which becomes embedded into the everyday ethos of your individual setting.

We have continued to include the highlighted sections within the policy template for you to add additional information specific to your school, academy or college. This should include the 'safeguarding arrangements' you have put in place for meeting the needs of vulnerable children in accordance with the vulnerabilities highlighted in KCSiE 2020 Annex A.

**Please pay extra attention to:** any *italicised text and red type font* which should be altered, added to or changed to fit and mirror the 'safeguarding arrangements' in place in your school/academy or college.

### **Additional Information provided with the Child Protection Policy Template for 2020/2021**

1. **A separate 'Child Protection Policy – Executive Summary of Key Principles for Staff and Parents'**: which your school or college may wish to review, revise and consider adopting and refining to complement your school's child protection policy.
2. **A stand- alone 'Safeguarding Flow Chart'**: for you to consider using as a summary reminder along-side the executive summary and or consider turning into an A3 poster to be displayed around your schools or college and perhaps add photographs of those with designated safeguarding lead responsibilities.

**The templates which remain within the Child Protection Policy template include:**

- **Appendix 1 Safeguarding Flow Chart** - informing of actions to take and where to report concerns following disclosure of abuse, harm or risk, if not using the stand-alone flow-chart.
- **Appendix 2 Logging a concern** - about a child's safety and welfare (all staff).
- **Appendix 3 Case Record Sheet** - (to log concerns, detail contact with agencies, actions taken by whom and, decisions and outcomes. This should include and supervision overview/ sign off by SLT/ headteacher
- **Appendix 4 The Body Maps** - (to support referral and recording of the site of injuries).

We acknowledge that as schools convert to academies and/or adopt electronic management and recording systems such as 'C POM's' or 'My Concerns', some of the recording templates will no longer be required, so have been removed from the revised Model Child Protection Policy Template for 2020/2021.

**NOTE:** For those schools who continue to use paper child protection and confidential files and adopt the templates provided in the NCC & NSCP whole school child protection policy template of 2017/18, please ensure you reference them within your individual child protection policy. Further guidance on the management and transfer of Child Protection Files can be found in KCSiE 2020 paragraphs: 54 to 55, 82 to 88, 240 to 243, and Annex B pages 100 to 101 'Child Protection Files'.

**TO ENSURE COMPLIANCE WITH KCSiE 2020; Your policy will need to reflect the needs of the children on roll and your schools or college community. These will differ between nursery, primary, secondary school, colleges and multi-agency trusts.** Where your academy is part of a multi-academy trust, it will be extremely important for you to agree the full content of your child protection policy and ensure that it mirrors the specific 'safeguarding arrangements' in place and evident within each individual school.

**It should address and reflect any specific safeguarding issues known within your school or community and the safeguarding arrangements in place in Nottinghamshire 'to keep children safe'.**

**During the current pandemic it will remain essential for the Head teacher, Snr Designated Safeguarding Lead and Governing body or Trust to ensure they remain up to date with any revisions or additions made to Government or local supplementary safeguarding guidance and ensure it is referenced where required within your school, academy or colleges child protection policy and related policies during the academic year 2020-2021.**

**Contact:** If you have any queries regarding the attached advice, guidance or policy template please contact:

**Cheryl Stollery**  
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