



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 and the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children Act) 2021.

Schools and colleges in England **must** have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Children includes everyone under the age of 18.

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 July 2018 (updated December 2020).
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- DfE Keeping Children Safe in Education 2022 (KCSiE) in force from 1 September 2022.
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

KCSiE 2022 sets out what schools and colleges should and must do to safeguard children. The substantive changes from KCSiE 2021 are within KCSiE 2022 at Annex F, pages 174 to 176 of the guidance.

Note: all schools, academies, colleges and education providers should read Annex F and ensure all revisions to KCSiE (statutory guidance) are included within their child protection

policy for 2022-2023 and reflect the 'safeguarding arrangements' in place within their setting from 1 September 2022.

Additional Guidance: DfE Sexual Violence and Sexual Harassment in Schools and Colleges- Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads published July 2021, has now been included in the main body of KCSiE 2022. Its focus is child on child sexual violence and sexual harassment at schools and colleges and now highlights the importance of ensuring children understand the law on child on child abuse being there to protect them rather than criminalise them (see paragraph 468) and also includes the importance of understanding intra familial harms and any necessary support for siblings following incidents (see paragraph 482) The advice covers children of **all ages**, from primary through to secondary stage and into colleges and online. A child is anyone under the age of 18.

Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance, and the legal framework, including the need for school/colleges to be included as relevant agencies and be part of discussions with statutory safeguarding partners.

It is for individual schools and colleges to develop their own policies and procedures but KCSiE 2022 does emphasise the importance of discussions and working together with statutory safeguarding partners (see paragraph 492).

It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements.

The DfE have added clarification to paragraphs regarding the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (see paragraphs 82 to 93) for more detail.

- **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

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, child safeguarding practice 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 School's 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 or telephone: 0115 8041047

Early Help – Pathway to Provision version 9.1

The threshold for accessing support and service, the [Pathway to Provision Version 9.1](#) was updated in May 2021 and likely to be further updated during 2022. 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 2022 - Developing and Embedding a Whole School Approach to Safeguarding for 2022-2023

KCSiE 2022 Part One Safeguarding Information for all staff (pages 6 to 22):

The guidance in KCSiE 2022 has been further strengthened to make clear the roles and responsibilities of all staff, but particularly those with Designated Safeguarding Lead (DSL) responsibilities, Headteachers and Governing bodies/Trusts. The Senior 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 2022 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 the duty on Headteachers and the Governing body/Trust to ensure **all staff must read and understand** KCSiE 2022 Part One (teaching staff) and or Annex A (support staff and volunteers) or both 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.

The DfE advise from the 1 September 2022 your school, academy, college or learning environment should include within your child protection policy:

- **New** The Senior Leadership teams' arrangements for safeguarding, besides that of the Senior DSL and Deputy DSLs and for cover arrangements throughout the year in the absence of the Designated Safeguarding Lead including during school holidays. The DSL should be physically available during normal school hours – but notes that in exceptional circumstances the availability may be via Teams or mobile phone.
- **New** The DSL needs to understand the role of the 'Appropriate Adult' within a police investigation.
- **New** The child protection policy and school/college 'safeguarding arrangements', must now include the arrangements which inform of the requirements placed on Governors and Trustees to receive appropriate safeguarding and child protection (including online) training at induction. This training must focus on their strategic role and not on operational procedures and should equip them with the knowledge to provide strategic challenge to test and assure themselves as a 'critical friend' that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school/college approach being embedded into the culture and daily life of the school/college. This training must focus on their strategic role and not on operational procedures.
- **New** The child protection policy and school/college 'safeguarding arrangements' should acknowledge the term '**victim**', which refers to those who have been subjected to abuse but recognises that not every victim will view themselves as such. It also should acknowledge the term '**alleged perpetrator(s)**' and or where appropriate '**perpetrator(s)**.' Caution in the use of this term should be in place as in some cases the abusive behaviour could have been harmful to the perpetrator as well.
- **New** The child protection policy and staff training should now recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication
- **New** The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) and online Harmful challenges.
- Information Sharing including powers to hold and use information when promoting children's welfare.
- **New** the term Peer on Peer Abuse and replaced it with Child-on-Child Abuse because abuse by children can happen at any age and the term relates to Sexually harmful Behaviour and other forms of bullying.
- **New** Serious Violence – all staff being aware of the indicators and risk factors. Procedures are reflected in the school's management of safeguarding and linked into the child protection policy. Zero tolerance to incidents of sexual violence and sexual harassment and should be always applied as informed by KCSiE 2022 paragraph 446. The DSL is aware of national and local guidance regarding how to respond to incidences of child-on-child sexual violence and sexual harassment.

- **New** KCSiE 2022 broadened the response required by safeguarding agencies and school to address and Harm outside the home extra familial harm, it requires a whole school ethos and sharing of best practice to support children, parent's, carers, and families. Schools are a place of protection and where children can share concerns and seek support
- All staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the schools or college and can occur between children outside of these environments. Including Harmful online challenges and hoaxes and sharing of information with parents and carers about children's access to online sites when away from schools or college and how to protect and mitigate against harmful behaviours and challenges. Extra- familial harm takes a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- **New** The child protection policy should make reference to the impact and harms of Domestic Abuse and recognise that it can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Nottinghamshire has procedures in place to inform schools/colleges of Domestic Abuse incidents where children are present, it is referred to as Operation Encompass. The strategy has been developed by Nottinghamshire Police who work closely with the MASH to respond to notifications and incidents.
- **New** The child protection policy reflects the facts that additional barriers can exist when recognising abuse and neglect for children with SEND and are more prone to peer group isolation or bullying (including prejudice-based bullying) and other safeguarding risks than other children and may not always show outward signs and may have communications barriers and difficulties in reporting challenges.
- **New extended** A record or data on the cohort of children having or have had a social worker and social care involvement remains important and now includes clarification and greater emphasis on the importance of the DSL, Designated Teacher and SENCO in managing coordinated oversight for children with special educational needs and disability (SEND).
- **New** Information has been included in this edition of KCSiE about academies responsibility to ensure children who may be LGBTQ+ have a trusted adult who they can be open with. KCSiE 2022 acknowledges that Children who are LGBTQ+ may be targeted. Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBTQ+ people or those perceived to be LGBTQ+ must not be tolerated.
- **New** Further guidance has been included to strengthen the school/college responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn online. It clarifies the need to have appropriate filters and monitoring systems in place and be regularly reviewed to ensure their effectiveness. The use of mobile phones should be carefully considered, including how they are in school/college and include the use of mobile and smart technology within their child protection policy. Where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.
- **New** Arrangements to manage alternative education provision and Elective Home Education (EHE) including schools/colleges obtaining written confirmation from the

alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

- **New** Additional section has been added to KCSiE 2022 Part Four: The Management of Allegations/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors has added information in Section Two to provide clarity on the process for sharing low-level concerns introduced last year in KCSiE 2021, these include concerns that do not meet the harm threshold i.e. low-level concerns, these concerns could transfer into formal complaints and will need to be considered. Schools, colleges, and trusts will need to review their staff codes of conduct or staff behaviour policies to take into account the new requirements set out in Part Four paragraph 43 to 435.

DfE KCSiE Part Two: The Management of Safeguarding -Safeguarding policies and procedures (pages 23 to 48) makes clear the responsibilities placed on Governing bodies, Trusts, and Head teacher's and informs:

*Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and **must** ensure that they comply with their duties under legislation. They **must** have regard to the guidance in KCSiE 2022, ensuring policies procedures and training in their schools or colleges are always effective and comply with the law at all times.*

*Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibilities for their school's or college's safeguarding arrangements.*

*Headteachers and principals should ensure that **all** policies and procedures adopted by their governing body and proprietors, (particularly those concerning referrals of cases of suspected abuse and neglect) are understood and followed by all staff.*

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 2022 paragraphs 97 and 101).

In addition, KCSiE 2022 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.

KCSiE 2022 places a statutory requirement on Governing bodies and trusts to ensure **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test themselves that the safeguarding policies and procedures in place in school/college are effective and support the delivery of robust whole school approach to safeguarding. Training should therefore be regularly updated.

KCSiE 2022 acknowledgement of Human Rights: This year clarification on the application of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,²⁵ and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Schools, academies, and colleges should take into account an individual's human rights when developing policy, procedures and applying decisions.

Changes to NCC & NSCP Model Child Protection Policy Template for 2022/23 and Guidance Notes:

The NCC & NSCP Child Protection Policy template and guidance for 2022/2023 is a framework and starting point for you to develop to fit your own school, academy, college or learning environments 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 stakeholders, 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 2022.

NOTE: Your Child protection policy for 2022-2023 should also include the new requirements that KCSiE 2022 places on schools, academies, and colleges from 1 September 2022, as outlined above. The specific detail of these new/additional requirements along with the management and 'safeguarding arrangements' are for the Headteacher/Principal, Leadership team and Senior Designated Safeguarding Lead and DSL team to discuss and agree with the Governing Body/Trust before signoff at your full Governing body/Trust meeting of the autumn term 2022. All staff and volunteers must be fully aware of your Child protection policy and understand how to carry out the responsibilities it places upon them through receiving regular training, briefing from the Snr DSL/DSL team.

The Child protection policy along with all related statutory policies should be made readily available and published on your school/academy or colleges website to enable parents/carers, safeguarding partners, and the community easy access.

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 2022/2023

- 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 summery reminder along-side the executive summery and or consider turning into an A3 poster to be displayed around your school 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).
- **Appendix 5 Stand-alone policy and procedures to manage child on child abuse and sexual violence between children in school/college from September 2022-2023 if not included within the main framework of your child protection policy.**

We acknowledge as schools, academies and colleges move towards adopting electronic management and recording systems such as 'CPOM's' or 'My Concerns', some of the recording templates will no longer be required, so they have been removed from the revised Model Child Protection Policy Template for 2022/2023.

NOTE: For those schools who do continue to use paper child protection and confidential files and adopt the templates provided by the NCC & NSCP, these can be found in Appendix 1 and 2 of this policy template along with a printable version of the child body maps. If being used please ensure you reference them within your individual child protection policy.

Guidance on the management and transfer of Child Protection Files can be found in KCSiE 2022 and within the NCC & NSCP Child Protection File audit toolkit published December 2021.

TO ENSURE COMPLIANCE WITH KCSiE 2022: Your policy will need to reflect the needs of the children on roll and your school 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 we have seen regular changes to guidance being made by the Department for Education. The Headteacher, Senior Designated Safeguarding Lead and Governing Body or Trust should ensure they remain up to date with any revisions or additions made to Government or local supplementary safeguarding guidance, and ensure it is referenced within your school, academy or colleges child protection policy and related policies during the academic year 2022-2023.

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

Cheryl Stollery Safeguarding Children in Education Officer
Tackling Emerging Threats to Children Team
Meadow House, Littleworth Mansfield, Nottinghamshire. NG18 2TB.
Tel: 0115 8041047 E-mail: cheryl.stollery@nottscc.gov.uk

Whole School Child Protection Policy
September 2022/2023

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

Our school's motto and values drive our vision for how we support the best outcomes for all

'Working together to be our best'

Do the best that you can, all of the time

Our best efforts, for the best reasons, to make a difference

Listen carefully to what others have to say

Everyone has a voice; we listen, accept difference, enable expression and respond

Help each other whenever you can

We face challenges together. We support each other to be bold and make a positive change

Always be polite and friendly

Everyone is accepted, everyone matters

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead Kate Davies 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.

This policy should also be read in conjunction with the Staff Code of Conduct, Safer Recruitment Policy, Allegations Against Staff, Complaints, Positive Behaviour, Children Missing Education, Online Safety, Child on Child, Sexual Violence and Sexual Harassment between children policies and procedures.

Date of last review: 26.8.22

Date of next review: 1.9.23

Role	Name	Contact Details
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Headteacher	Kate Davies	kate.davies@ashlea.notts.sch.uk
Senior Leader(s) available for contact in the absence of the DSLs	All senior leaders are DSLs	
Designated Governor for Child Protection/ Safeguarding	Jane Cooper	Jane.cooper@ashlea.notts.sch.uk
Senior Designated Safeguarding Lead	Kate Davies	luke.skillington@ashlea.notts.sch.uk
Deputy Safeguarding Lead	Luke Skillington	caroline.morrison@ashlea.notts.sch.uk
<i>Names of additional Safeguarding Officers</i>	Caroline Morrison Sadie Fletcher	Sadie.fletcher@ashlea.notts.sch.uk
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
MASH Consultation Line		0115 977 4247
Emergency Duty Team (Children's Social care)	Office hours Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)

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 regarding 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 2022 and HM Working Together to Safeguard Children 2018 (updated December 2020) are incorporated into this policy.

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, supply staff, volunteers, and governors and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at school understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

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 the 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.

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

Whole school approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and

relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.

- As a school we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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, exploitation and sexual violence and sexual harassment between children: KCSiE 2022 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying).
- Going frequently missing/ going missing from care or home.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.

- Has a mental health need.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2022 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2022 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- 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 Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

All our staff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

New KCSiE 2022 from September 2022:

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

All staff should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one

another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

New KCSiE 2022 from September 2022:

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school. We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.

New KCSiE 2022 (paragraphs 468,482 and 492) statutory requirement from September 2022:

As a school should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

All pupils in our school have some degree of learning difficulty. Because of this, when considering any negative behaviour we need to take into consideration their developmental level and underlying additional needs that trigger challenging behaviour. In addition, any sexualised behaviour needs to be considered in line with the NSPCC's 'Brook traffic light system'.

Identifying Concerns

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

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

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 expectation 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 masturbations, kissing, rubbing, and touching outside of clothing. They may also

include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

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

Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk. All staff are aware of this and if they have any concerns they will be addressed. All photographs children may take in school (which is already limited as children do not have unmonitored use of any mobile devices that may come into school) are checked but adults before children go home.

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. Within the school children do not use the internet without adult supervision and do not use personal devices in school (there may be a few exceptions to this, but access is monitored and agreed with the headteacher). The school's policy for Zoom sessions to enable remote learning specified the need for parents to support these sessions with teaching staff. Whilst the vast majority of pupils would need support to access this, we know that some pupils are able to access internet based learning and communication, and we understand their additional vulnerabilities due to their special educational needs and disabilities together with this.

We understand that the functionality of digital communication and technology makes online access far easier for our pupils. Some pupils have their own personal devices and internet access and of an age when this access is entirely appropriate. Together with the additional vulnerabilities they face due to their learning difficulties however, we accept that they may be more vulnerable to online abuse and grooming. We also accept that our pupils may also engage in online bullying. Classes are small and highly staffed. An holistic understanding of our pupils can grow through small groupings and consistent staffing. This ensures that staff teams are well placed to pick up on issues that face the pupils in their classes. Regular communication with parents also creates an excellent conduit for sharing important information to keep pupils safe online.

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/>

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. 'Working together to be our best' is our motto. Every individual within Ash Lea School will play their part, including working with professionals from other agencies, particularly social workers, 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.

Many pupils at Ash Lea are unable to speak or express their thoughts and experiences in ways that are clear. The children at Ash Lea are always listened to however and all children are supported to develop a communication system which supports their abilities to express themselves. The adults who work with pupils act as their advocates and they are able to note changes; be it physical or emotional. This supports the staff team's abilities to identify any child protection issues.

At Ash Lea there is a lead for mental health; Luke Skillington, who is one of the school's assistant headteachers and a deputy DSL. The school also has two qualified Emotional Literacy Support Assistants (ELSAs). They also have weekly designated time to work with pupils across school. The school has also developed an ELSA room where this vital work can happen with pupils. Mental health is also included in schemes of work across the school.

The school has also become a 'Trauma Informed School' and invested in training to develop its practice in supporting pupils who have attachment issues following trauma or neglect. The school also knows that the lived experience of pupils with SEND means that they may have experienced other kinds of childhood traumas (increased instances of hospitalisation or invasive treatment for example) and that pupils with SLD and PMLD are more likely to experience mental health issues.

New: Reflect on KCSiE 2022 Part Five Child on Child sexual violence and sexual harassment and Annex A and consider whether you have any other information to add and or links you wish to make available to your school/college's own resources and guidance.

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 member 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, MASH Consultation Line 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.

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

The school doesn't ordinarily use alternative provision for its pupils as the school is able to meet the diverse needs of its pupils. The school is currently using one AP for one pupil. The school currently has one pupil who attends an LA approved alternative provision twice a week. Senior leaders and deputy DSL plans and regularly communicates with the provision and school staff transport the child to and from the placement. The provision has also been discussed extensively with the LA's ICDS team.

The Snr Designated Safeguarding Lead (DSL), Kate Davies, is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies. All DSLs work closely with other agencies with regular meetings with the health team working in school, these meetings always include discussions on safeguarding concerns. This ensures a cohesive approach to addressing safeguarding concerns. School makes referrals to Early Help Unit, CAMHS and community Paediatrician, who now runs clinics based at the school. School attends LAC / Child Protection and Children in Need meetings. The school's link Educational Psychologist supports teachers to support pupils and where appropriate, their families to improve outcomes for pupils. All relevant meeting around a child is recoded on CPOMs. The school also now has access to part of social care's Mosaic system which can be used to ascertain which professionals work with each child. The school also works closely with the ICDS where issues around school placements occur. Termly meetings are held with the local authority to monitor any placements at risk.

By monitoring the contributions on CPOMs the DSLs are able to monitor the quality and accuracy of these and support staff with advice in response to this. DSLs together with the administration team adapt and improve the school's use of the system to reflect changes in government guidelines and ensure it meets the needs of its pupils (the school has only been using this for just over a year and therefore some adaptations may be needed).

All staff complete an induction with one of the designated leads. An induction safeguarding checklist is completed. They also complete an online 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 policies. The policies / induction checklist makes it clear how to report any signs of abuse and any

allegations against staff. All school staff can report concerns using the school's CPOMs system. This system can also be used to report causes for concern.

KCSiE 2022 has broadened the requirements placed on schools/colleges to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or learning experiences.

The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances

The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

New The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

Our Child Protection Policy

There are seven 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 in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- **New** - Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment

We recognise that because of the day-to-day contact our school staff have with children they and we 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:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi-nude images which has replaced what was termed as sexting.
- **New KCSIE 2022** Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- 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.
- **New KCSIE 2022** Ensuring our positive behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and is *either included within the main Child protection policy or added as an appendix.*
- Maintain an online safety policy, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are *either included within the main Child protection policy or added as an appendix.*
- **New KCSIE 2022** broadened the response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm'. Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing good communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- **New** Schools are required to working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- RSHE has been delivered through the Ash lea Curriculum from September 2020..
- The RHSE curriculum is now well established in the school.
- Teaching approaches vary according to pupil need and understanding; for example, the RHSE is taught with a cross-curricular approach pupils working at the earliest developmental levels access their RHSE subject matter throughout their curricular offer whereas pupils working at higher developmental levels will access this through discrete lessons.

- Keeping children safe in cation and outside of school underpins much of Ash Lea’s personalised and generic curriculums. Individual Education Plans (IEPs) are created to support each pupil to be their best. They are tailored to each learner and make up a significant proportion of provision for learners across the school. This can range from teaching pupils to express preferences (understanding what makes them feel comfortable or uncomfortable) or develop ‘yes’ and ‘no’ responses (the foundations of consent), to developing an awareness of stranger danger and appropriate public conduct in travel training.
- The school’s wider curriculum includes the curriculum areas ‘Me and My Body’, ‘My Communication’, ‘My Community’, ‘How my World Works’, and ‘My Thinking.’ Understanding how to stay safe and building the skills to do so is a fundamental part of all of these curriculum areas. RSHE is taught throughout the school, both holistically and discretely, according to the needs of individual classes
- We will take all reasonable measures to ensure any risk of harm to children’s welfare is minimised inside and outside of the school environment.
- 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, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns. *KCSiE 2022 has added paragraphs 433 to 335 to provide information and clarity on the process for sharing low-level concerns.*
- 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
- How your Snr DSL, DSL team and staff will support children with mental health problems how your staff identify the indicators that a child has suffered or is at risk of suffering abuse, neglect, or exploitation (See KCSiE 2022 Mental Health paragraphs 20, 45 to 47, 164, 170, 170 to 180).
- As outlined the school has a pathway for support and referral within the school through the mental health lead and the ELSA team. The team understand where pupils would need mental health support from other professionals and teachers understand that steps for referrals that would need to be made (to the CAMHS team for example).
- Through training staff understand that changed in behaviour may be indicators of abuse and would share this with DSLs through the school’s CPOMs system, through discussion with parents and through professional curiosity and dialogue. This is particularly important

for those pupils who are pre-verbal or who don't have clear communication systems that are easily understood by others.

- Due to the structure of our classes (the largest of which has 14 pupils) and consistent high ratio of staff, pupils develop excellent relationships with the staff members in the class. Staff are able to pick up on any issues that pupils may be having through subtle signs around mood, behaviour or conversations with parents / carers. There are at least four members of staff in each class, ensuring that pupils would have someone who would be able to act as a trusted adults if they were LGBT.

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 2022 to:

- Ensure we have a Senior 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 2022 Annex C).
- 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 Senior 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; 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 headteacher's office. They are, however, in the process of being transferred to CPOMs to ensure that one system is used.
- 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 may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. 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. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

Our school will endeavour to support the pupil through:

- Developing the content of the Ash Lea curriculum, which is bespoke and further 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 child-on-child 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 9.1, published in May 2021), 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 or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported. 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 (Luke Skillington), two Emotional Literacy Support Assistants (ELSA) and are an Attachment Aware School'
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school/college peer on peer/ sexual violence and sexual harassment between children in school and college policy.

Safe Staff and Safe Recruitment

- 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 2022 Part Three and advised by NCC HR 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. (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 where 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 2022 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2022 Part Three paragraphs 267 to 277.
- 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. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2022 in line with KCSiE Part Four Section two. Staff can access a copy of this through the school's sharepoint and CPOMs
- 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 DSLs 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 Officers 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.
- Staff can access counselling support and advice through the SAS wellbeing package that the school has invested in.
- 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.

Please Note: KCSiE 2022 Part Three: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff. As a special school it is rare that pupils access AP. Where this does happen, not only are these checks made but close relationships and regular information sharing around outcomes for pupils occur through regular ongoing contact (the school picks up and drops off pupils).

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 school

- *Accessibility Plan.*
- *Anti-Bullying revised for 2022-2023 (LA template policy in the process of being revised).*
- *Attendance Policy.*
- *Behaviour Principles Written Statement.*
- *Equality.*
- *Central Record of Recruitment and Vetting Checks.*
- *Complaints' Procedure Statement.*
- *Cyber-bullying and Harmful online challenges.*
- *E-Safety Policy.*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)*
- *Health and Safety Disability Equality Action Plan.*
- *Home-school Agreement Document.*
- *Child on Child Abuse- Sexual violence and sexual harassment and response to 'upskirting'.*
- *Physical intervention/positive handling.*
- *Register of Pupil Attendance.*
- *School Access Policy.*
- *School Behaviour.*
- *Knife Crime Guidance 2021 (cross authority and in the process of being revised for September 2022).*
- *Relationships, Sex and Health Education (KCSiE paragraphs 130 and 131).*
- *Mental and Physical Health (KCSiE 2022 paragraphs 20, 45 to 47, 164, 170, 170 to 180).*
- *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.*
- *Guidance for NSPCC helpline and usage (KCSiE 2022 paragraph 77; when to call the police guidance from the NSPCC).*
- *Intimate care policy and care plans*
- *Positive Behaviour Policy (pupils)*

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link:

<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

The NCC Child on Child Abuse Policy template is currently being revised and will be available in September 2022 through the TETC section of the School Portal and the NSCP website, in the section headed Resources-Schools.

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
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
- ELSA worker

- Mental health lead
- Transitions co-ordinator
- 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.
- 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 2022.

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.

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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).

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.

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)'

Safeguarding training outlines that staff can access the Nottinghamshire Safeguarding Children Partnership (NSCP) and a link to this can be found here <https://nscp.nottinghamshire.gov.uk/training/> and on the school's sharepoint.

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.

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 2022.
- 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.
- Have an understanding of 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 DSLs 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.
- The school has re-established its relationship with the local community Police officer supporting local schools. The school works closely with therapy staff; speech and language, physio and occupational therapists with termly meetings. These staff are based at the school for some of the week. Paediatrician clinics are held at the school.

Senior Leadership Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) 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, 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.
- 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 and volunteers, safer recruitment and maintaining of 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 including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2022 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).
- The school works closely with Social Care to ensure that outcomes for pupils are the best that they can be, attending meetings wherever possible. Teachers and senior leaders are swift to support families to make referrals and report concerns. Teachers are in frequent contact with social workers where this is needed and contribute in a timely fashion to requests for information to improve the provision for pupils.

Teachers (including NQTs) and Headteachers – Professional Duty

The Teachers Standards 2012 (updated 13 December 2021) 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 Teacher 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. All teachers are very aware of his role due to the high proportion of pupils within the school who are LAC (32%).

Designated Safeguarding Lead

We have a Senior 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 Leads (three), who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Leads have received the same training as our Senior 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 Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

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

The 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.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

- All DSLs are copied into any contributions into CPOMs. This is also an effective tool to ensure that follow up actions are shared and that all DSLs are continuously aware and can input into any concerns
- Senior Leaders meet weekly and discuss safeguarding concerns during these meetings.

From September 2022 Ofsted will inspect these arrangements as part of 'the child's journey' and form a judgement regarding the safeguards in place.

Work with others

- Liaise with the headteacher/principal (where the Senior 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 2022) 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 (updated December 2020) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training
- 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
- Safeguarding is a regular briefing and agenda item on teachers' meetings.

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 Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior 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 senior DSL will address changes in KCSiE on August the 31st, 2022. Staff will also cover training on safeguarding updates through the National College online portal.

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 9.1, 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 2022 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2022 Part Two and Annex D).
- 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 Senior 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.
- A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing body annually.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2022.
- Since April 2020 Ash Lea has been using CPOMs to record all incidents. All DSLs are copied into the incidents and the Snr. DSL ensures they are followed up and actions completed.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained. CPOMs will have a new category to ensure that this status is captured
- There are previous records in paper form which are stored in a locked cabinet in the SLT office that will be transferred on to CPOMs to ensure that the school has only one system.
- 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.
- If any children move on to 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.
- The transfer of information is in accordance with KCSiE 2021 paragraphs 68, 101 to 121 to 122, 539,542 pages 162 to 164.

Availability

- During term time the Senior 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. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2022 Part Two and Annex C. The CPOMs system ensures immediate access and notification of any safeguarding concerns or any causes for concern about staff members.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- The school maintains 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 school Child Protection Policy; the Staff 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 2022.
- 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: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2022. If the allegation is against the Headteacher/Principal, then the Chair of the Governing Body will manage the allegation – see below.

Governing Body and Multi- Academy Trust

We recognise our Governing body has a strategic leadership responsibility for our *school's* safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2022, ensuring policies, procedures and training in our school are effective and comply with the law at all times.

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.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, updated December 2020) 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 2022 from paragraph 114 to 122, 389 to 379, 475 and page 155, the additional clarification about GPDR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior 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 2022 Part One and or Annex A 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'.
- **New extended** All members of the governing body will undertake safeguarding to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- 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 including should any allegations be made against the headteacher.
- 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 2022 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 KCSiE 2022 Part Four Section One.
- **New** Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (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 sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- **New** Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- 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.
- **New** When the school premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head

teacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll (KCSiE 2022 paragraphs 165 to 166).

- 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

- A teacher is appointed who 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's systems. 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. 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.

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.

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. 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.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our 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 their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.
- Pupils who need support with moving and handling have safe systems of work and staff are given appropriate training to support with this.
- Pupils who need support with personal care have an intimate care plan.
- Pupils who have medical issues have personal care plans and the school has a Management of medication policy and employs two health care assistants to manage the storage and administration of medication.
- All staff receive training for the medical support that they give to pupils.

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 Senior 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 immediately to the police if at imminent risk of harm 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/ should 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 or if a child is in immediate risk of harm, abuse, or danger.
- **New** If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

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 Senior 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 (SCRs) now known as Rapid Reviews (RRs) 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 and well-being of children (Working Together to Safeguard Children 2018, updated December 2020).

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

- *DfE KCSiE 2022 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.*
- *HM Working Together to Safeguard Children 2018 Paragraph 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.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*
- *Staff have undergone GDPR training through the 'National College' and have had a brief update in September 2021 addressing common issues that the school face.*
- *Some governors have undertaken the National College GDPR training.*

Records and Monitoring (KCSiE 2022 paragraphs 68 to 70, Part Four, Part Five, Annex C)

Ash Lea started recording electronically confidential concerns on CPOMs. Some previous records are still in a paper 'concern's files or 'child protection confidential' files, however this transfer to a digital only file storing system is soon to be completed to ensure effective system management and oversight. 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. These records will be transferred on to the school's CPOMs during this academic year to ensure that systems align.

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 regular basis the files are reviewed by SLT. Pupils at Ash Lea may have a confidential file if they have had referrals to MASH, CAMHS on a Child Protection Plan. 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 Vulnerable 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 maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

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 (which are now all digital should have an indication that there is confidential information. Our school will ensure all our 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 CPOMs 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 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 2022 paragraphs 13-14,47, 53, 68, 76,81, 94, 98,101 137, 170 to 198 and Annex C).

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 the following

- 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 '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.

Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

Our school will adopt the file transfer guidance contained in KCSiE 2022 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2022 Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE 2022 page 163 and 164.

Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2022 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

(KCSiE 2022 page 163 and Annex C).

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.

NOTE: There are templates attached within the appendices, which include a case record, chronology sheet, record of concern disclosure sheet and body maps and guidance.

Only use within this policy if they are used in everyday practice in your school/academy or college.

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 9.1 document published May 2021, 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 2022 paragraphs 128 to 134, Annex A & Annex C Online Safety page 134 to 147).

As a school we will 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, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in school, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

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. The RHSE Policy has been approved. The leads in this area have undergone relevant training.

Pupils will learn about online 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/>

As well as work through the school's RHSE curriculum, the school have shared several links to parents and families through its website.

The school has a remote learning provision plan <https://www.ashlea.notts.sch.uk/remote-education-provision/> that is used for when pupils need to self-isolate and would be used as part of a contingency plan if this was needed due to a school based Covid related issue, or through prolonged periods of illness. This outlines learning support, but also the other support that the school will offer. Teachers and support staff understand this expectation and are well practiced at putting these plans into place.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

New We will carefully consider mobile phone use and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). Some pupils, when this is agreed by the headteacher, will bring mobile phones into school. Their access to this will be restricted and monitored by members of staff. As with the use of ipads, there may be sound reasons for the child to have this in school. The school will deal with this on a case by case basis, however, the child's access to their phone will be restricted and supervised.

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

NOTE: New Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school is included in our child on child abuse policy.

Helplines and reporting

- Children can talk to a Child Line 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

List here: Advice and information for parents including weblinks:

List here Resources parents could highlight to their children including weblinks:

<https://www.anncrafttrust.org/help-advice/friend-relative/>

This link contains a wide variety of links and resources. Further links to be added

The following appendices are a part of this policy (delete or amend as appropriate):

<i>Appendix 1 - NCC LA Flow Chart 2022-2023 'What to do if you are worried a child is being abused at risk of harm or neglect.</i>
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<i>Appendix 2 -Template: Case Record and Chronology form</i>
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<i>Appendix 3 -Template: Logging a concern about a child's safety and welfare</i>

<i>Appendix 4 -Template: Body Maps Guidance and Body Maps</i>

<i>Appendix 5 - Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2022 to 2023 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2022-2023).</i>
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Appendix 1

Name of School/Academy/AP Child Protection & Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'

Actions where there are concerns about a child's welfare in and outside of school

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, or sexual harassment

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- 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 to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.**

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 a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

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 decisions and any follow up needed.

MASH Tel: 0300 500 80 90
Consultation Line Tel: 0115 977 4247
(Office Hours Monday to Friday)

If the child is at immediate risk dial 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

Out of hours Emergency Duty Team
5.00pm –8.30am
Tel: 0300 4564546

NSPCC Whistle blowing
Tel: 0800 028 0285

Police Tel:101

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

Consult with the child young person, family, and relevant agencies:
Agree support, refer to NSCP guidance 'Pathway to Provision' version 9.1.

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921

Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

This flow chart is a brief guide - Please refer to our School Child Protection Policy.

Appendix 2

Case Record/Chronology

CONFIDENTIAL

Sheet Number:

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

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

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

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

**Check to make sure your report is clear to someone else reading it.
Please give this form to your Senior Designated Safeguarding Lead**

Part 2 (for use by the Senior Designated Safeguarding Lead (DSL))

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

Appendix 4

Body Map Guidance for Schools

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

A copy of the body map should be kept on the child's child protection file.

BODYMAP

(This must be completed at time of observation)

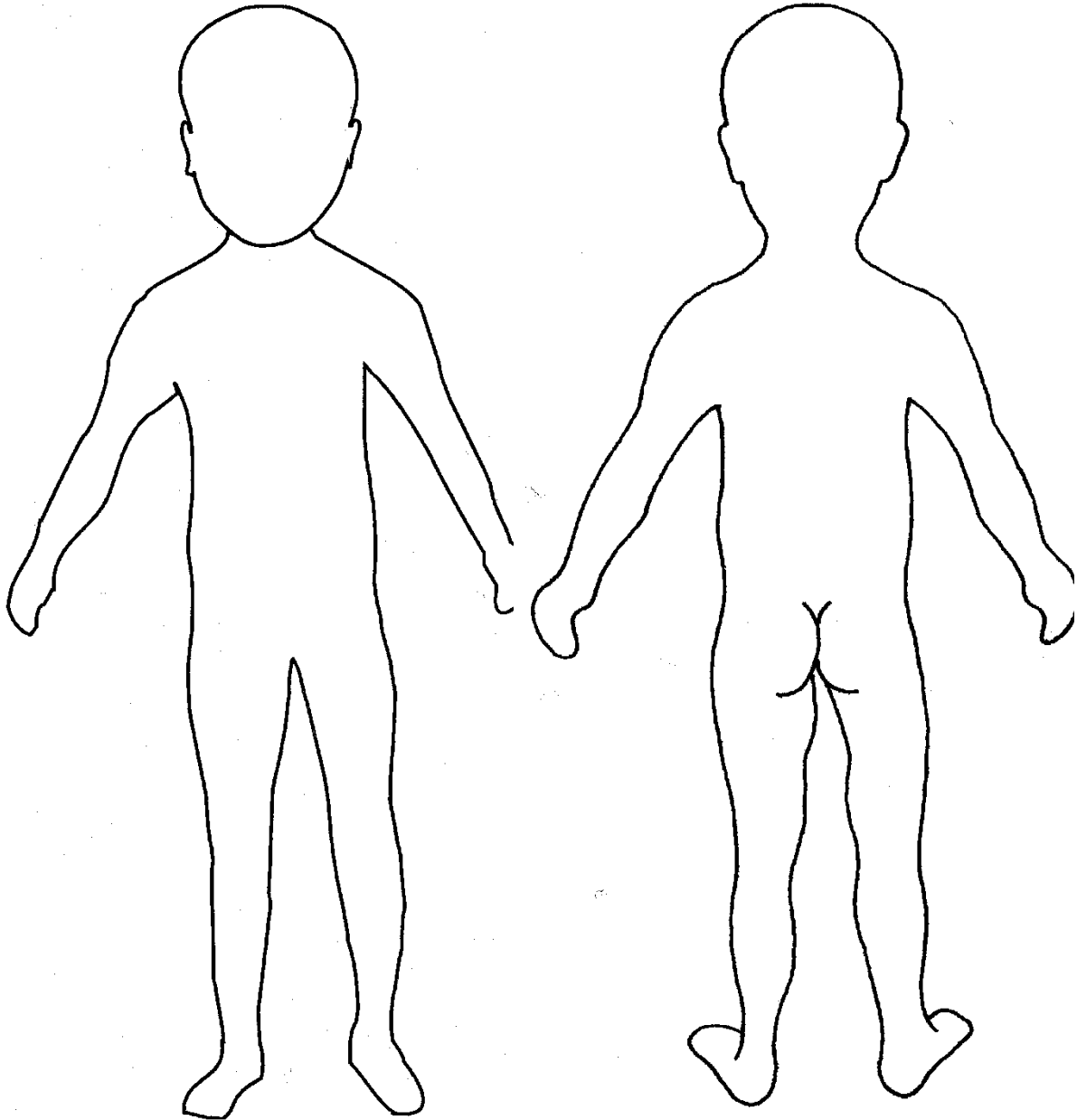
Names for
Child: _____

Date of
Birth: _____

Name of
Worker: _____

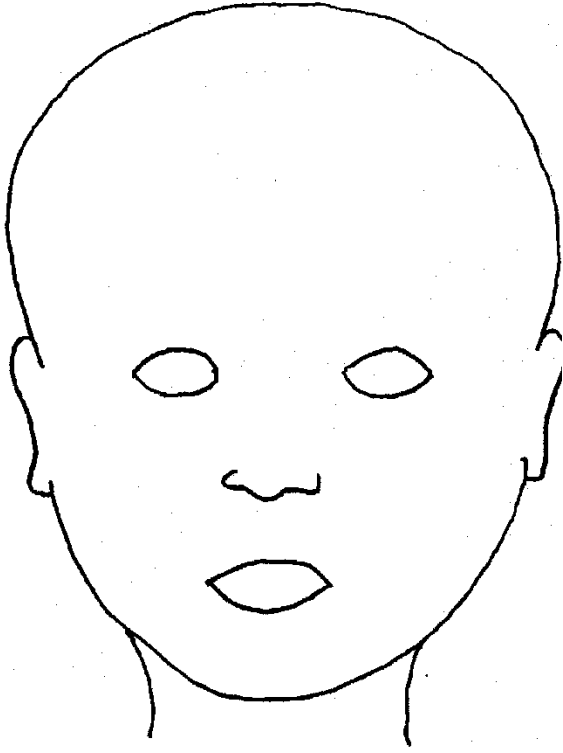
Agency: _____

Date and time of
observation: _____

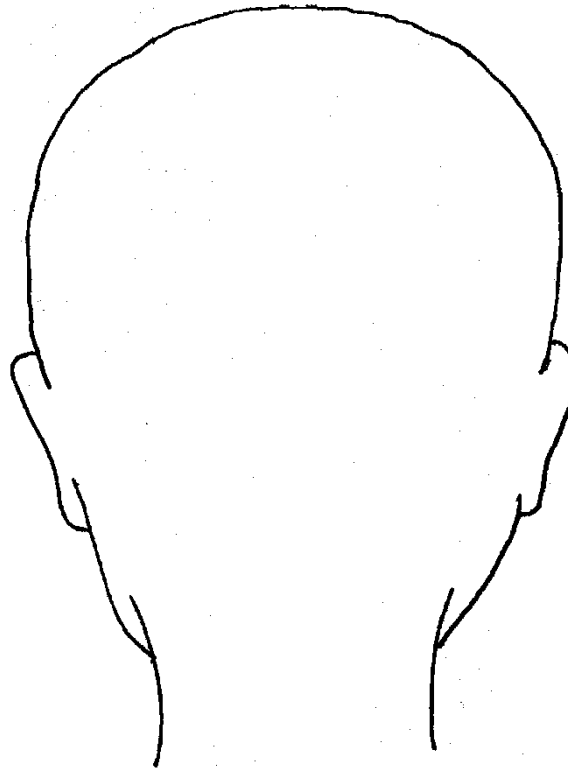


Name of
Child: _____

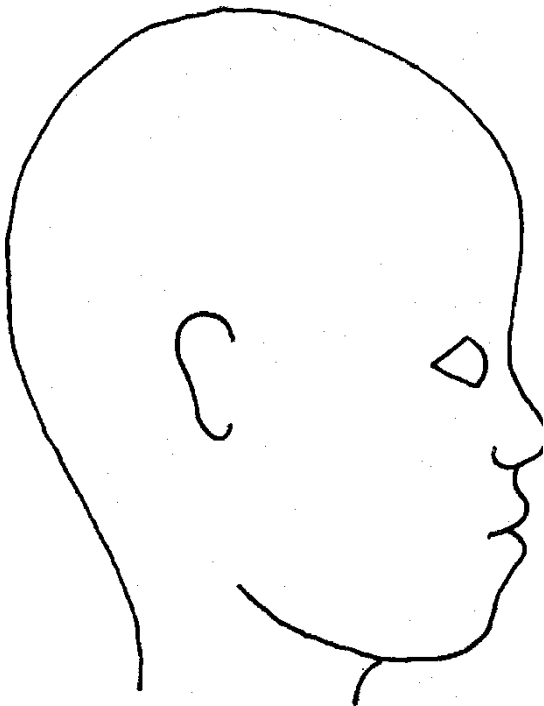
Date of
observation: _____



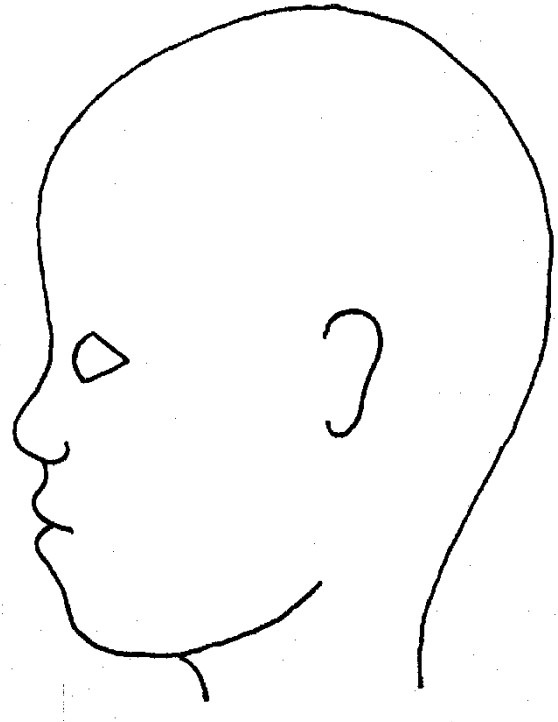
FRONT



BACK



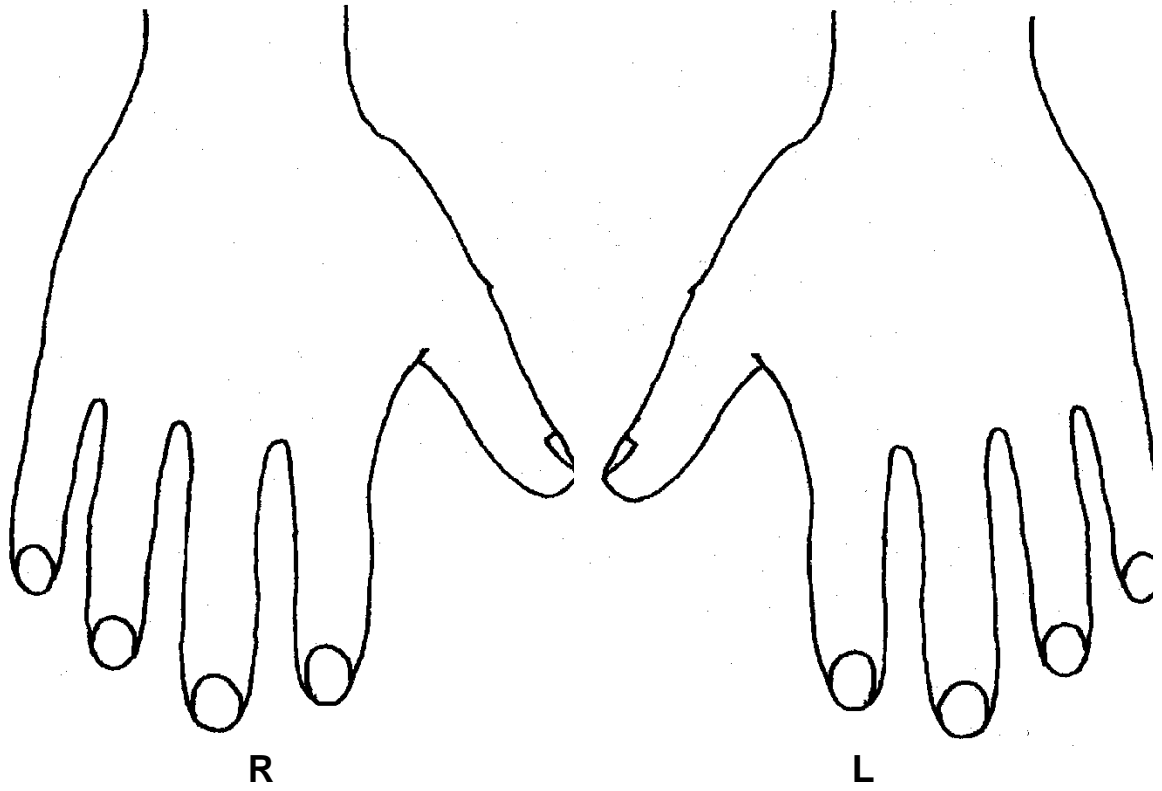
RIGHT



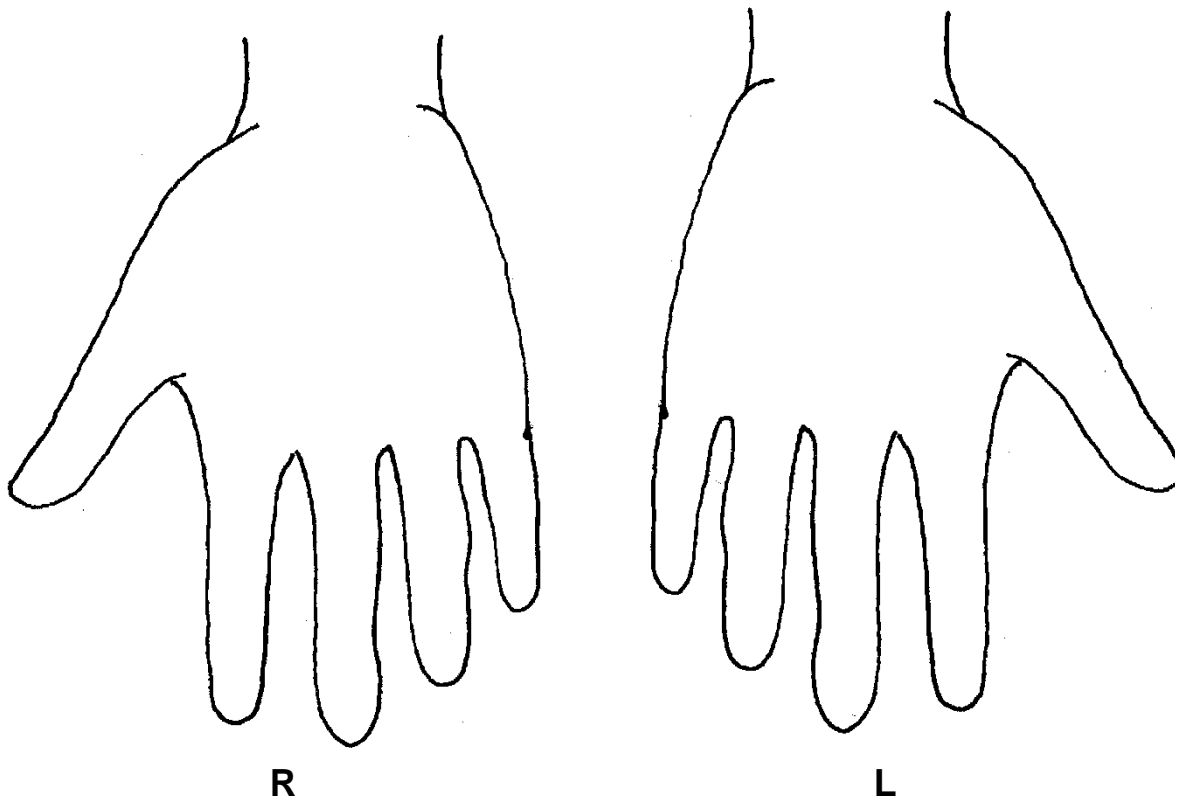
LEFT

Name of Child: _____

Date of
observation: _____



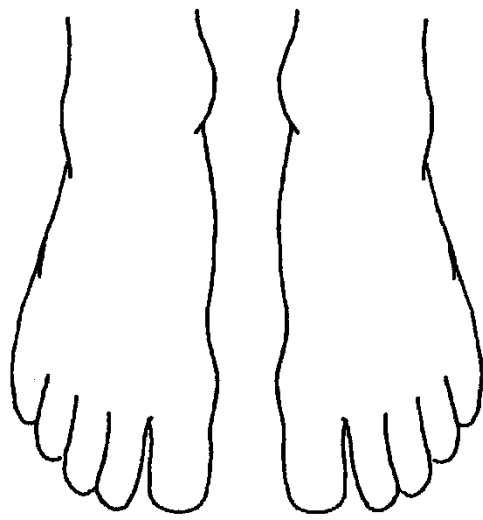
BACK



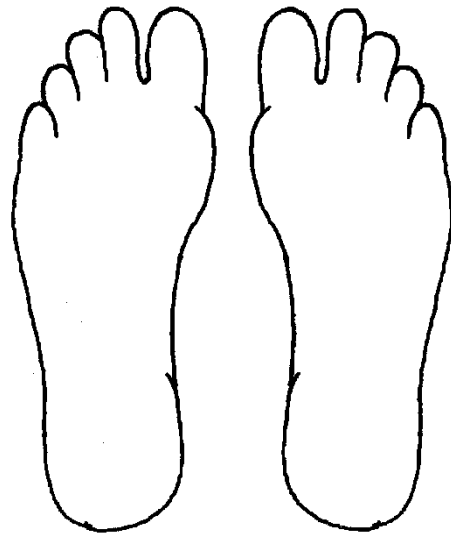
PALM

Name of
Child: _____

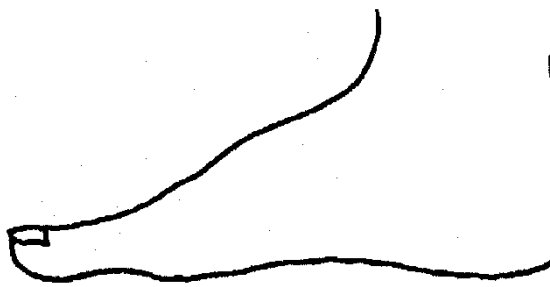
Date of
observation: _____



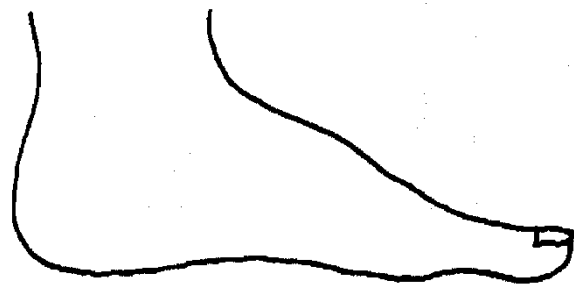
R TOP L



R BOTTOM L

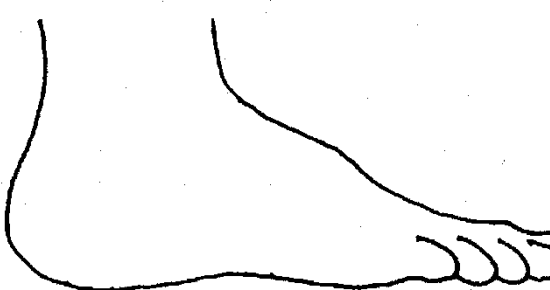


R



L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information: