



Kindness Empathy Respect Responsibility Honesty Resilience

Hospital and Home Education learning Centre - Safeguarding and Child Protection Policy September 2019
(with reference to the Nottingham City Schools Safeguarding and Child Protection Policy Framework)

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Legal framework

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children/students August 2018 and Keeping Children/students Safe in Education September 2018 as well as Early years and Foundation Stage Statutory Framework (EYFS) 2014 (updated 2018)

This policy was written and adopted on: 27th March 2019. *It has been approved by the Governing Body and Senior Leadership Team.* It is due for review in March 2020.

Other policies that may need to be taken into account are:

- *Anti-bullying*
- *PSHE*
- *Drugs*
- *Confidentiality*
- *Behaviour*
- *Attendance (including children/students missing from education)*
- *Special needs*
- *Health and safety*
- *Safer recruitment*
- *Physical intervention*
- *E-safety*
- *Management of Allegations*
- *Use of Mobile Phones and Cameras*
- *Whistleblowing*
- *Staff Conduct (Code of Conduct)*
- *Visitors*
- *Looked After Children/students / Previously Looked After Children/students*
- *Equality*

Schools (including independent schools, non-maintained special schools, Academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils/students under section 175/157 the Education Act 2002 and where appropriate under the Children/students Act 1989 by:

- creating and maintaining a safe learning environment for children/students and young people; and,
- identifying where there are child/student welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies and proprietors should consider how children/students may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or - for maintained schools and colleges - through sex and relationship education (SRE).

Working Together To Safeguard Children 2018 & Keeping Children Safe in Education 2018 (Statutory duties that apply to schools)

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children/students, including:

- ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children/students 2018*. This includes providing a coordinated offer of early help when additional needs of children/students are identified and contributing to inter-agency plans to provide additional support to, for example, children/students subject to child protection plans and children/students looked after;
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children/students;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements;

- a culture of listening to children/students and taking account of their wishes and feelings and ensuring there are systems in place for children/students to express their views and give feedback;
- ensuring there are procedures in place to respond robustly to allegations, including those relating to children/students harming, or allegedly harming other children/students and allegations against staff and volunteers;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the local Safeguarding Partners (previously LCSCB's);
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children/students, including recognising and responding to possible abuse or neglect. Designated leads should be a member of the school senior leadership team and their roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children/students (p.28-30 Keeping Children Safe in Education 2018) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check;
- schools and colleges must keep a single central record of DBS checks and training undertaken (p.39-41 Keeping Children/students Safe in Education 2018). The record must cover the following people:
 - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children/students
 - all others who work in regular contact with children/students in the school or college, including volunteers
 - for independent schools, including academies and free schools, all members of the proprietary body.

- it is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in August 2018, entitled Disqualification Under the Childcare Act 2006 of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision.
- relevant staff are those working in child care, or in a management role because they are: working with reception age children/students at any time; or working with children/students older than reception until age eight, outside school hours.

- Keeping Children Safe in Education (DfE, 2018) paragraph 136 also refers to disqualification: "For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009".
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children/students and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's/student's safety or welfare. Staff in schools and colleges should ensure that all staff read and understand at least part one and part five of Keeping Children/students Safe in Education 2018. There should then be an ongoing programme of refresher training and updates to staff/volunteers about key safeguarding issues, e.g. information shared at the Designated Safeguarding Leads network meeting. Such updates should be at least annual;
- ensure there is an effective child safeguarding policy in place together with a school behaviour policy, schools response to children/students who go missing from education, staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff - including temporary staff and volunteers - on induction;

- all professionals should have regular reviews of their own practice to ensure they improve over time;
- the designated lead professional for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern child's circumstances whenever new information arises;
- all schools and colleges have to be compliant with the requirements of the LSCB in Nottingham and this includes engagement in the Serious Case Review process;
- Nottingham City Safeguarding Partners require all schools to complete an annual safeguarding audit and be engaged in multi-agency processes and Serious Case Reviews (See Working Together to Safeguard Children/students 2018 (Chapter 2 p59 & chapter 3 p77), to be read in conjunction with DfE Keeping Children/students Safe in Education 2018);
- clear policies in line with those from the Safeguarding Partners for dealing with allegations against people who work with children/students, in either a paid or voluntary capacity. An allegation may relate to a person who works with children/students who has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children/students in a way that indicates they may pose a risk of harm to children/students

In addition: The Designated Officer (previously known as the Local Authority Designated Officer) is to be involved in the management and oversight of individual cases where there are allegations made against people who work with children/students. The Designated Officer will provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, and are consistent with a thorough and fair process:

- any allegation should be reported immediately to the Headteacher of the school. Where the allegation relates to the Headteacher it should be reported to the Chair of Governors or equivalent. The Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children/students (or would have, had the person not left first) because of a concern that the person may pose a risk of harm to children/students, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children/students who are pupils/students at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

HHELC School Safeguarding and Child Protection Policy

Introduction

At HHELC the governors and staff fully recognise the contribution the school makes to safeguarding children/students. We recognise that the safety and protection of all pupils/students is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils/students from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils/students' social, physical, emotional and moral development. In delivering this ambition we will adhere to the principles set out in Nottingham's Family Support Strategy and Nottingham City Safeguarding Partners Policy, Procedures and Practice Guidance. Ultimately, effective safeguarding of children/students can only be achieved by putting children/students at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children and students, in line with Working Together 2018 and Keeping Children Safe in Education 2018.

The aims of this policy are to:

- confirm that pupil/student development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children/students and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- highlight the connection between the safeguarding Policy and the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with Children/students and Families Direct, Nottingham City Safeguarding Partners and other agencies and, where appropriate with similar services in neighbouring authorities.

About pupil/students attending HHELC

Pupils and students who attend HHELC can have increased levels of vulnerability and in some cases are isolated from their families/parents/carers/siblings for protracted periods of time. Consequently as a staff we recognise that they can face additional safeguarding challenges and understand that further barriers may exist when determining abuse and neglect.

Staff will be aware of the following;

- The emotional and medical well being of all pupils / students
- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil/student without further exploration; however, it should never be assumed that a child's indicators relate only to their disability.
- Some students may struggle to explain events verbally and may communicate their anxieties through changes in their behaviour. As these communication barriers may exist, as well as difficulties in overcoming these barriers, staff will use a variety of communication strategies to support their needs.
- This information will be recorded and logged.

- Pupils and students at HHELC may have additional associated learning needs and for many these learning needs will be severe. Therefore, they may be particularly vulnerable to injury because they lack awareness of danger and often exhibit extremely challenging behaviour including self-harming.
- Regardless of this, all signs of physical injury must be reported and recorded even if the cause seems easily explainable.

- Staff are expected to demonstrate high levels of vigilance throughout the school day. All significant changes in behaviour patterns will be reported in a timely manner, recorded and if appropriate, discussed with a member of the senior team. In some circumstances this information will also be shared with clinical staff. Where a pupil/student is suffering significant harm, or is likely to do so, action will be taken to protect them. Action will also be taken to promote the welfare of a pupil/student in need of additional support, even if they are not suffering harm or at immediate risk. The school recognises the importance of pupils/students receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the pupil/student, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction, in a timely manner.
- Behaviour is reviewed regularly by the teachers on each of our three sites. All significant changes and concerns are discussed and reviewed immediately with the Designated Safeguarding Lead. It is the responsibility of the class teacher to ensure all records are kept up-to-date and incidents are reported to a DSL and member of the Senior Leadership Team in a timely manner.
- Staff at The Lookout Education Base, Hopewood and the Hospital School, review the behaviour, work readiness and attitude to learning of all students with clinical staff on a daily basis during assigned ward rounds, hand over and during morning staff briefings. The Home Education Team Co-coordinators convene meetings with individual students and their parents/carers to discuss the same on a termly basis. These team around the pupil/student meetings are a fundamental part of our routine.
- To support our pupils/students, staff attend a range of training to include for example; First Aid, Breakaway, Hospital life Support, Ligature knife, RIO, Mental Health Act.

Physical Contact

- Members of staff may have to make physical interventions with children. Members of staff will only do this in line with the Behaviour Policy.
- All staff in receipt of Breakaway/TMVA/Approach Training and interventions will be in accordance with the appropriate principles (in line with the school's annual training procedure).
- If physical interventions are used, the school follows the policy on recording, reporting and reviewing incidents with line managers and members of the SLT.
- Following any incident, a written report should be submitted immediately to a member of the SLT and in some circumstances the clinical team.

Responsibilities

The governing body:

has a trained link governor for **Safeguarding**, named: **David Rich** who will attend training/updates at least every three years and will also receive the regular safeguarding updates referred to above

has a trained link Governor for **Looked after children/students**, named: **Jamie Hutchinson**

- will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of governing body of an independent school.
- will ensure that HHELC has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Nottingham City Safeguarding Partners.
- will ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children/students (Part three: Safer Recruitment, Keeping Children Safe in Education 2018).
- has appointed a member of staff of the school leadership team to the role of senior safeguarding lead. This individual is Patrick Fielding (HT)
- will ensure the HHELC keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.

- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- ensure that the child safeguarding policy is available to parents and children/students on request
- will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.

The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy will be updated annually and be available publicly either via the school website or by other means.
- designated staff review policy when the Nottingham City Safeguarding Partners update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children/students and be appropriately trained.
- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils/students, and such concerns are addressed in a timely manner in accordance with agreed policies.
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children/students missing from education, particularly where there are concerns regarding the potential for forced marriage or female genital mutilation.
- She/he undergoes child safeguarding training which is updated regularly, in line with advice from the Nottingham City Safeguarding Partners.
- a visitor's policy is in place that puts the safeguarding of pupils/students at the centre and is applied to all visitors irrespective of their status as follows

Allegations against the Headteacher Where an allegation is made against the Headteacher, Principal or equivalent, the Chair of the Governing Body, or equivalent, must be informed as well as the Designated Officer (LADO) **0115 8764747**.

The trained designated leads for safeguarding:

Michelle Malcolm – Sherwood

Elizabeth Milton – Sherwood

Susie Pace – CHS

Louise Sutton – The Lookout, Hopewood

Sarah Grafton – The Lookout, Hopewood

Patrick Fielding-Head Teacher (as at November 8th November 2019)

will

- have their roles explicitly defined
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- undergo updated child safeguarding training every two years.
- Liaise with relevant agencies in accordance with the Nottingham City Safeguarding Partners procedures
- when referring a pupil/student where there are concerns about possible abuse or harm

- where there are concerns about a member of staff's suitability to work with children/students, contact the Designated Officer (LADO)
- be able to access the contents of the Nottingham City Safeguarding Partners procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with pupil/student in the school and
- volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children/students
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil/student who is 'looked after or previously looked after'
- support staff to reflect on the information they hold about children/students/students and provide an alternative perspective on issues to promote a better understanding of what may or may not be concerning
- meet at least each half term to review procedures and case load

Designated leads will ensure that:

- written records of concerns are kept, even if there is no immediate need for referral; and monitored using Myconcern or Priority Families Assessment
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils'/students' other files, and accessible only by the Head teacher/designated leads
- pupil/students records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher/tutor, and that if there are concerns about attendance and a pupil's/student's wellbeing and safety, the Education Welfare Officer is contacted
- phone calls about absences are similarly logged and dated
- the children/students missing education- statutory guidance for local authorities 2016 is adhered to
- where a pupil/student is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children/students's Social Care is contacted.
- records are monitored for patterns of what, when taking in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action.
- where there are existing concerns about a pupil/student, and they transfer to another school in this authority, a copy of information held is transferred securely and confidentially e.g. a Myconcern chronology is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child safeguarding in the receiving school
- where a pupil/student has a **child protection plan** or there are ongoing child protection enquiries and transfers to another school;
 - the designated lead for Safeguarding is informed immediately
 - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil/student file.

All DSLs need to ensure Multi-Agency working: (Local Authority guidance as at September 2019):

The department published Working Together Transitional Statutory Guidance to support Local Safeguarding Children Boards (LSCBs), the new safeguarding and child death review partners, and the new Child Safeguarding Practice Review Panel in the transition from LSCBs and serious case reviews (SCRs) to a new system of multi-agency arrangements and local and national child safeguarding practice reviews. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) must make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. Governing bodies, proprietors, management committees and their senior leadership teams, especially their designated safeguarding leads, should be aware of their local arrangements. A list of relevant agencies is available at: legislation.gov.uk. Schools and colleges are included.

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

New safeguarding partners and child death review partner arrangements are to be in place by 29 September 2019. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Governing bodies, proprietors, management committees and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their new local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies.²³ Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the new arrangements.

The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- Read and understand Part 1 and part 5 of Keeping Children Safe in Education 2018
- be aware that to safeguard children/students, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to Social Care, e.g. in urgent situations.
- be alert to signs and symptoms of harm and abuse. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the Nottingham City Safeguarding Partners webpage
- know how to respond to their duty when they have concerns or when a pupil/student discloses to them and to act
- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated regularly in line with advice from the Nottingham City Safeguarding Partners, (whole staff training every three years)
- Recognise that abuse and neglect can happen in any setting and maintain an attitude of ‘it could happen here’
- familiarise themselves with “What to do if you’re worried that a child is being abused: advice for practitioners’ guidance.” (2015)

Visitors- Code of Conduct

- Any professional wishing to undertake work in school with Children/young people must make a formal appointment. The named professional must be the person who undertakes any intervention.
- All visitors to the school sites will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children/student barred check with a copy of this registered on the schools central record. They must then follow the procedures above e.g. sign into the visitor’s book and enter the premises via reception).
- In addition as a visitor please
 - do not enter into lengthy conversations with our pupils/students unless of course this is part of your role.
 - do not use your mobile phone or camera whilst in the building. If you need to make a phone call please ask for a suitable, quiet space, e.g the staffroom
 - if within your time at HHELC a child discloses anything you feel is of concern you must immediately inform a safeguarding lead.

Additional Nottingham City schools visiting professional guidance

School on production of the organisation ID must accept that all organisation safeguarding procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy.

School should not deny access to professionals if they do not have a copy of their DBS certificate with them or if their clearance period is longer than that expected for school.

Schools are not permitted to request copies of any personal information relating to professional visitors-including DBS certificate or numbers.

Mobile Phones and Cameras across school:

Appropriate use of mobile phones is essential at HHELC. The use of mobile phones must not detract from the quality of supervision and care of children. Practitioners are able to use their personal mobile phones during their break times. During working hours they must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure.

Visitors to the setting are asked to switch off mobile phones, not to bring their mobile phones onto the premises or to hand them in at reception for collection on departure as appropriate.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at HHELC. We take a mixture of photos that reflect the pre-school environment; sometimes this will be when children/young people are engrossed in an activity either on their own or with their peers. Photos are used as a source of evidence for learning. Children/young people are encouraged to use the camera to take photos of their peers where appropriate. In order to safeguard children, young people and adults, and to maintain privacy, cameras are not to be taken into the toilets by adults, children or young people. All adults whether teachers/practitioners or volunteers at HHELC understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

Reporting concerns to the designated leads

Any concern should be discussed in the first instance with *one of the designated leads or in their absence the most senior member of staff*, as soon as possible. If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Social Care or the police immediately. Anybody can make such a referral.

All concerns / decisions / actions / outcomes are recorded as per school procedures on My Concern. If the person reporting the concern is not a My Concern user, they must record their concern on a paper form and hand to one of the DSL's

Immediate response to the pupil/student

It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- listen to the pupil/student, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a pupil/student to remove their clothing to observe them
- if a disclosure is made, accept what the pupil/student says
- stay calm, the pace should be dictated by the pupil/ student without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate
- use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- be careful not to burden the pupil/student with guilt by asking questions like "why didn't you tell me before?"
- acknowledge how hard it was for the pupil/student to tell you
- do not criticise the perpetrator, the pupil/student might have a relationship with them
- do not promise confidentiality, reassure the pupil/student that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's/student's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”. Do not take photographs.
- Note the non-verbal behaviour and the key words in the language used by the pupil/student (try not to translate into ‘proper terms’).
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.
- All verbal conversations should be promptly recorded using the school’s system.

Managing Referrals to Children’s Social Care

- When making a referral, information will be shared in line with confidentiality requirements and will only be shared where necessary.
- Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. Taking this into consideration, parents will be encouraged to provide consent for all referrals, as appropriate (the DSL will discuss this with social care on a case-by-case).
- The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupil involved.
- The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
- Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.
- Where Social Care decide that an investigation is not appropriate, the school will give consideration to referring the incident again if it is believed that the pupil is at risk of harm.
- At all stages of the reporting and referral process, the pupils wellbeing will be monitored and as appropriate, the pupil will be informed of the decisions made and actions taken.
- The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

Child Protection Conferences

A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process. All reports for child protection conferences will be prepared in advance. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child’s physical, emotional and intellectual development and the child’s presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school. Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children’s Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Supporting pupils/students

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils/students might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that HHELC might provide the only stability in the lives of pupils/students who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil/student in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- Staff have an understanding that pupils/students with SEND can be more vulnerable to abuse and neglect. SEND pupils/students will receive support from the Inclusion Lead (SENCo) and relevant outside agencies e.g Learning support or Education and Health Care Plan (Keeping Children Safe in Education 2018 chapter 2 p26)
- The school will support all pupils/students by: discussing child protection cases with due regard to safeguarding the pupil/student and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with Nottingham City Safeguarding Partners procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through the school or by signposting to other local services, as set out in Nottingham City's Family Support Strategy. Where a child/student is receiving early help support we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of this impact we will consider other alternatives, which may include seeking specialist support.

Confidentiality

The DFE Data Protection Toolkit for Schools 2018 states that 'GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children/students safe. Legal and secure information sharing between schools, children/students's social care, and other local agencies, is essential for keeping children/students safe and ensuring they get the support they need.' (Page 21)

Information can be shared without consent if gaining consent would place a child at risk.

- The personal information about all pupils'/students' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil/student and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil/student to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil/student, incidents, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil/student complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil/student or other pupils/students safe
- Where there are concerns about a pupil's/student's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's/student's welfare, or if a pupil/student discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.

Creating a safe Environment where children/students are safe and feel safe

All pupils are taught about safeguarding through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

School adopts an open and accepting attitude towards pupils/students as part of our responsibility for pastoral care. Pupils/students, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Pupils'/students' worries and fears will be taken seriously and pupils

encouraged to seek help from school staff.

School will therefore ensure that:

- There is an ethos where pupils/students feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.
- Pupils/students are involved in the decision-making which affects them.
- Pupils/students know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Curriculum activities and opportunities to equip pupils/students with the skills they need to stay safe from abuse are provided.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils/students that is understood and endorsed by all. Positive and safe behaviour is encouraged among pupils/students and staff are alert to changes in a pupil's/student's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some pupils/students lead to an increased risk of neglect and/or abuse.

Safeguarding as part of the Curriculum

Through a range of curriculum opportunities, pupils/students are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within the wider curriculum when appropriate:

- Bullying, including cyber-bullying
- E safety
- Road, fire and water safety
- Inter-personal relationships

When children/students use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils/students are able to access the internet using their own student account.

Working with parents/carers

- Parents and carers play an important role in protecting their children/students from harm.
- In most cases, the school will discuss concerns about a pupil/student with the family and, where appropriate, seek their agreement to making referrals to Children and Families Direct.
- Where there are any doubts, the designated lead should clarify with Children and Families Direct whether, and if so when and by whom, the parents should be told about the referral. Alternatively they could ring the Consultation Line in Children's Duty to discuss this case. The number for this is **07711189544**
- The pupil's/student's views will be considered in deciding whether to inform the family, particularly where the pupil/student is sufficiently mature to make informed judgments about the issues, and about consenting to that.
 - *vigilance: to have adults notice when things are troubling them*
 - *understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon*
 - *stability: to be able to develop an ongoing stable relationship of trust with those helping them*
 - *respect: to be treated with the expectation that they are competent rather than not*
 - *information and engagement: to be informed about and involved in procedures, decisions, concerns and plans*
 - *explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response*

- *support: to be provided with support in their own right as well as a member of their family*
- *advocacy: to be provided with advocacy to assist them in putting forward their views*
- *protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee*

(Working Together to Safeguard children/students 2018 p 10)

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils/students. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's/student's welfare.

Children/students in Care and Children/students Previously in Care

Supporting children/students in care and children/students who have been in care is a key priority for our school. We recognise that the needs of this group of children/students can only be effectively met when all agencies work together. DSLs/SLT ensure we have a coordinated approach to meeting the needs of children/students in care who attend our school.

Prevention in the Curriculum

- The school recognises the importance of developing pupil's/students' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- Our approach to PSHE provides personal development opportunities for pupils/students to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils/students are taught to, for example:
 - safely explore their own and others' attitudes
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their:
 - personal safety and well-being and develop effective ways of resisting pressure;
 - including knowing when and where to get help
 - How to keep safe on-line
 - The risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting.

Professional development

- The governors recognise that all staff and volunteers who work with pupils/students aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to pupil/student welfare concerns.
- We will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, parts 1 and 5 of Keeping Children Safe in Education, staff behaviour policy, the designated leads in the school, their responsibilities and procedures to be followed.
- A training register is kept indicating when staff and governors have been trained. A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school.

Training

Regular training and discussion within the school environment is important and should be led by the Designated Leads for safeguarding.

Timelines for training:

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement).
- Children in Education – Safeguarding Update training: To be refreshed **within every three years** as agreed with Nottingham City Safeguarding Partners

The above training is available through the Safeguarding in Education Service

safeguardingineducation@nottinghamcity.gov.uk

- Whole School Refresher Training at least annually with regular in-school updates
- Safer recruitment training: Through the DfE on-line (under review) or through NCC training

All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children/students Safe in Education 2016.

Confidentiality, sharing information and record keeping

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

HHELC school's policy on confidentiality and information-sharing is available to parents and pupils/students on the school website and on request.

Schools and Partnerships

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils/students. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils/students. Examples of this are:

- **Parental E-learning (free): Child Sexual Exploitation** is a high-profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>
- **Pint Size Theatre:** Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact is via email www.pintsizetheatre.co.uk or Tel: 0115 8419853.
- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils/students in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children/students about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email: EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

Further guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- Child Sexual Exploitation
www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guidance-for-practitioners
- Female Genital Mutilation (FGM)
www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

- Children/students who may have been trafficked - <https://www.gov.uk/government/publications/safeguarding-children/students-who-may-have-been-trafficked-practice-guidance>
- Criminal Exploitation - www.gov.uk/government/publications/criminal-exploitation-of-children/students-and-vulnerable-adults-county-lines
- Behaviour and Discipline - <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Attendance - <https://www.gov.uk/government/publications/school-attendance>
- Exclusion - <https://www.gov.uk/government/publications/school-exclusion>
- Bullying - <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Nottingham City Safeguarding Partners (formerly NCSCB) Guidance Children/students Missing from Home and Care Joint Procedures
- Sexting in Schools and Colleges, responding to incidents and safeguarding young people – UKCCIS (2017) www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 (updated August)

Safer Recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.
- The DfE's DBS Workplace Guidance will be consulted when determining whether a position fits the child workforce criteria www.gov.uk/government/publications/dbs-workforce-guidance

i. Pre-Employment Checks

The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

ii. Internal Candidates

If an individual moves from a position within the school that did not involve the provision of education to one that does, it will be treated as if the individual were a new member of staff and all required pre-appointment checks will be carried out. Aside from this specific circumstance, the school is not required to request a DBS check or barred list check for staff moving roles internally.

☑ References from internal candidates will always be scrutinised before appointment.

iii. ITT Candidates

Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out. Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

iv. Governors

An enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction.

v. Those who have lived or worked outside of the UK

For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

vi. Barred List Check

An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

vii. References

- References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- References will only be accepted from a senior person and not from a colleague.
- References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- References will be obtained prior to interviews taking place and discussed during interviews.
- Open testimonials will not be considered.
- Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
- Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

viii. Volunteers

- No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis. Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting washing, bathing and dressing for reasons of age, illness or disability.
- A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

ix. Contractors

- The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
- Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

x. Data Retention

- DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.
- A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

xi. Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

xii. Staff Suitability

All schools providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.
- All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.
- A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

17. Single Central Record (SCR)

The school keeps an SCR which records all Governors, staff, including supply staff and teacher trainees on salaried routes, who work at the school. The following information is recorded on the SCR (detail varies for each group):

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.
- If any checks have been conducted for volunteers, this will also be recorded on the SCR.
- If risk assessments are conducted to assess whether a volunteer should be subject to a DBS check, the risk assessment will be recorded.

Safer recruitment training has been attended by: ***P A Fielding***

Particularly Vulnerable Groups

Some children/students may be particularly vulnerable to abuse and harm. This includes for example privately fostered children/students, children/students with a disability, children/students with communication needs. Certain forms of behaviour can also increase the vulnerability of a young person such as drug or alcohol misuse. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children/students which need to be reported in accordance with national (Government) and local (Nottingham City Safeguarding Partners) procedures without delay. The lead should also ensure staff working with children/students are alert to signs which may indicate possible abuse or harm.

Child Sexual Exploitation

The sexual exploitation of children/students under 18 is defined as that which: involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children/students (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

Nottingham City Children's safeguarding Broad have developed the Multi Agency Sexual Exploitation Risk Assessment Tool where there are concerns that a child may be at risk of, involved in or thought to be experiencing child sexual exploitation. It will assist in identifying indicators of sexual exploitation and then to determine what intervention, support services and disruption tactics are required.

Preventing Radicalisation

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also, schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Statutory guidance has been published and is available here;

<https://www.gov.uk/government/publications/prevent-duty-guidance>

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable children/students or adults do not end up facing criminal sanctions.

Honour-based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8

Risk factors for FGM include

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children/students from learning about FGM.

Potential indications that FGM may have already taken place may include:

- 1 difficulty walking, sitting or standing and may even look uncomfortable.
- 2 spending longer than normal in the bathroom or toilet due to difficulties urinating.
- 3 spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- 4 frequent urinary, menstrual or stomach problems.
- 5 prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- 6 reluctance to undergo normal medical examinations.
- 7 confiding in a professional without being explicit about the problem due to embarrassment or fear.
- 8 talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children/students's Social Care. Although the duty does not apply in relation to at risk or suspected cases never the less this is still something that must be reported to social care.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

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

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

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

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Children/students who Self-harm

Staff should always be mindful of the underlying factors which may lead a child or young person of any age to self-harm. This is particularly the case for children/students of primary school age as self-harm in this age group is uncommon. Where information comes to the attention of practitioners which suggests that a primary age child has self-harmed serious consideration must be given to whether there are other underlying factors, including abuse. All such cases should be discussed with children/students's social care. Even in those unusual cases where a primary age child is thought to have self-harmed it is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

Peer on Peer abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. At HHELC we believe that all children/students have a right to attend school and learn in a safe environment. Children/students should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Where this is the case we will follow the processes set out in the policy above. In addition we will be mindful of the fact that the pupil/student against whom the allegation has been made may also be vulnerable and need additional support and that their behaviour could be an indicator that they themselves are experiencing abuse, or have done so.

Sexual violence and sexual harassment between children/students in schools and colleges (May 2018)

Sexual violence and sexual harassment can occur between two children/students of any sex. They can also occur through a group of children/students sexually assaulting or sexually harassing a single child or group of children/students.

Children/students who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Contextual safeguarding

This means that incidents and or behaviours are associated with factors outside the school or college and/or occur between children/students outside the school or college the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children/students in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Social care assessments should consider such factors and so, it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse.

Child criminal exploitation (County Lines)

All staff should be aware that children/students can become involved in any aspect of criminal exploitation and should be able to recognise the indicators of this abuse. This is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity a) in exchange for something the victim needs or wants and/or b) the financial or other advantage of the perpetrator and facilitator and/or c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Any concerns of this nature must be reported to the DSL and external agencies as appropriate.

Serious violent crime

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Children/students missing from education

All staff should be aware that children/students going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children/students missing from education procedures.

Knowing where children/students are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children/students.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils/students are not at school. This means we need to have a least two up to date contacts numbers for parents/carers and Trust 'best practice' of three. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children/students Safe in Education (2018) the school has:

Staff who understand what to do when children/students do not attend regularly

Appropriate policies, procedures and responses for pupils/students who go missing from education (especially on repeat occasions).

Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take pupils/students off-roll when they:

- leave school to be home educated
- move away from the school's location
- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to school afterwards); or
- are permanently excluded
- We will ensure that pupils/students who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil/student leaves the school, we will record the name of the pupil's/student's new school and their expected start date.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Policy reviewed by :

P A Fielding / L Valentine

Date: October 2019

Governing Body

Date: November 2019 (TBC)