



NORTHAMPTON PRIMARY
ACADEMY TRUST PARTNERSHIP

Northampton Primary Academy Trust

Safeguarding and Child Protection Policy 2020

Date approved by the NPAT Board of Directors:	September 2020
Chair of Directors Signature:	
Renewal Date:	September 2021

Northampton Primary Academy Trust

From September 2020

Name of School: **[INSERT SCHOOL NAME HERE]**

This policy is for all schools within the Northampton Primary Academy Trust and will reflect and include all statutory advice and national guidance which is updated and available on: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children> and should be read in conjunction with all statutory updates from DfE and HMI. The policy will be reviewed annually by the Trust Board.

[INSERT SCHOOL DETAILS BELOW]

Signature: _____ (Chair)

Print Name: Jeremy Stockdale Date: 14 September 2020

Signature: _____

Print Name: _____ Date: _____

Signature: _____ (Designated Safeguarding Lead)

Print Name: _____ Date: _____

CONTENTS

1	Introduction
2	Statutory Framework
3	The Designated Senior Person
4	The Local Governing Body
5	When to be concerned
6	Dealing with a Disclosure
7	Record Keeping
8	Confidentiality
9	Supporting School Staff
10	School Procedures
11	Communication with parents
12	Allegations Involving School Staff/Volunteers
13	Recruitment and Selection of Staff
14	Other relevant Policies
15	Local and National Links
Appendix 1	Link to Keeping Children Safe in Education (DfE, 2020) Part One: Information for all school staff and Annex A : Further information
Appendix 2	Declaration for staff: Child Protection Policy and Keeping Children Safe in Education (DfE, 2020)
Appendix 3	What to do if you're worried a child is being abused: advice for practitioners flowchart (DfE 2015)
Appendix 4	Indicators of abuse and neglect. Further information and links to information helping children keep safe online.

The NPAT vision - to achieve educational excellence, create opportunities and enrich lives.

1. Introduction

Nothing is more important than keeping all of our children safe, especially the most vulnerable. The aim of this policy is to ensure that all Northampton Primary Academy Trust children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to, and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing or be at risk of harm. In order to consistently safeguard and promote our pupils' welfare, safety, mental and/or physical health or development, we aim to foster an honest, open, caring and supportive climate at all times.

Safeguarding is defined as everything that we do to protect children from maltreatment, prevent impairment of health and/or development, and ensure that children are growing up in circumstances consistent with the provision of safe and effective care. We will take actions to enable all children to have the best outcomes and life chances. Through our school curriculums we will develop rounded individuals who are as equipped as they can be to protect themselves from harm.

This Safeguarding and Child Protection Policy forms part of a suite of documents and policies, which relate to the safeguarding responsibilities of the Trust and its schools.

In particular, this policy should be read in conjunction with the Safer Recruitment Policy, Positive Behaviour Policy (Includes: Behaviour and Physical Intervention Policy), Anti-Bullying Policy, Code of Conduct (Staff), E-Safety and Acceptable ICT User Policy.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach prioritised the **best interests** of the child or children concerned. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or trust and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. NB KCSIE 20 para 21

Purpose of a Child Protection Policy	To inform staff, parents/carers, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.
Northamptonshire Safeguarding Children Partnership (NSCP)	The school follows the procedures established by the Northamptonshire Safeguarding Children Partnership: a guide

to procedure and practice for all agencies in Northamptonshire working with children and their families: www.northamptonshirescb.org.uk

School Staff & Volunteers

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins, staff briefing and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will ensure that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead – including Safeguarding and Child Protection Policy and Staff Code of Conduct.

Mission Statement

At Northampton Primary Academy Trust (NPAT) we establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

At NPAT we establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

At NPAT we ensure children know that there are adults in the school whom they can approach if they are worried.

At NPAT we ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been/are at risk of being abused or neglected.

At NPAT we consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

At NPAT staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

Implementation, Monitoring and Review of the Safeguarding and Child Protection Policy

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

Inspection

Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under:

<https://www.gov.uk/government/publications/education-inspection-framework>

Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding:

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>. KCSIE 20

para 96-98

2. Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- Education Act 2002
- The Children Act 2004
 - [Section 11](#) of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.
- Education Act 2005
- Education Act 2011 (Section 175/157)
 - *Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.*
- Northamptonshire Safeguarding Children Partnership Procedures
- Keeping Children Safe in Education (DfE, September 2020)
- Keeping Children Safe in Education: Part One - Information for all school staff (DfE, September 2020) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty) and the Counter Terrorism and Border Security Act 2019
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse, which are established by the Northamptonshire Safeguarding Children Partnership.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have, harmed a child or that indicates they would pose a risk of harm.

3. The Designated Senior Person

Governing bodies and proprietors should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the Designated Safeguarding Lead (DSL) and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangements for out of hours/out of term activities will be made by each school.

The Designated Safeguarding Lead Person for Child Protection in this school is:

NAME: [INSERT NAME OF STAFF HERE]

There should be a Deputy Designated Safeguarding Lead (DDSL) in the absence of the lead DSL.

The Deputy Designated Safeguarding Lead for Child Protection in this school is:

NAME: [INSERT NAME OF STAFF HERE]

Additional Deputy Designated Safeguarding Leads:

NAME: [INSERT NAME OF STAFF HERE]

NAME: [INSERT NAME OF STAFF HERE]

NAME: [INSERT NAME OF STAFF HERE]

It is a matter for individual schools to decide whether or not to have one or more Deputy Designated Safeguarding Lead(s) according to school size and need. Any deputies will be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated. (*Annex B; Paragraph 2 Keeping Children Safe in Education 2020.*)

Additional Safeguarding initial contacts:

- Nominated Safeguarding Governors: [INSERT NAME OF STAFF HERE]
- Designated Prevent lead: [INSERT NAME OF STAFF HERE]
- Designated Looked After Children lead: [INSERT NAME OF STAFF HERE]
- Designated CSE (Child Sexual Exploitation) lead: [INSERT NAME OF STAFF HERE]
- Designated E-Safety lead: [INSERT NAME OF STAFF HERE]

The broad areas of responsibility for the Designated Safeguarding Lead Person are found in Annex B of “Keeping Children Safe in Education” 2019. They are:

➤ **Managing referrals and cases**

- Refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation or extremism concern. **Safeguarding Referrals must be made in one of the following ways:**
 - **By telephone contact to the Multi-Agency Safeguarding Hub (MASH):**
0300 126 1000 option 1
 - **By e-mail to:** MASH@northamptonshire.gcsx.gov.uk

- By using the online referral form found at <http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>
- **In an emergency outside office hours, contact children's social care out of hours team on 01604 626938 or the Police**
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**
- **Local Authority Prevent Lead is (CURRENTLY TBA)**
- Communities officer with responsibility for Prevent - Lisa Morris
LiMorris@northamptonshire.gov.uk.

DfE Prevent helpline: 02073 407264
Counter.extremism@education.gov.uk

Any out of county children should be referred to their own local authority for referral to MASH for under 18s (0300 126 1000)

Multi-Agency Safeguarding Hub (M.A.S.H)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information. The MASH team will:

- Liaise with the Head Teacher to inform him/her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff who make referrals.
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

Training

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at least annually to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. Have a working knowledge of the latest Thresholds and Pathways document (www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/thresholds-and-pathways/)
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff
- Ensure that all staff:
 - understand what 'early help' is
 - understand what this looks like in their school
 - understand how to identify children in need of 'early help'
 - understand the difference between a 'concern' and 'immediate danger or at risk of harm'
- Ensure that the school keeps a record of the children who are in receipt of Early Help
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. NB KCSIE 20 Annex B
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation or extremism
- Be able to keep detailed, accurate, secure written records of concerns and referrals – online MyConcern
- Obtain access to resources and attend any relevant or refresher training courses

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness of Safeguarding and Child Protection

The Designated Safeguarding Lead (DSL) should:

- Ensure the school's policies are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Northamptonshire Safeguarding Children's Partnership (NSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that, where children leave the school, their file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file. If necessary, refer to the NSCB website; 'Documents for Practitioners in Schools'; 'Transfer of Child Protection Records': www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/documents-schools/
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then ensure that any information held on the child is destroyed in line with data protection and GDPR guidelines.

Safeguarding is everybody's responsibility.

The NPAT Safeguarding and Child Protection Policy

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

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

This policy applies to all staff, governors, volunteers and visitors to the school.

We recognise that child protection is the responsibility of **all**. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it on our school websites,

displaying appropriate information in our entrance areas, providing a pamphlet for all visitors to our school outlining our expectations for safeguarding our pupils and by raising awareness at meetings with parents/carers.

Extended School Activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Local Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

Safeguarding Commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care.

All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place. Children's fears and concerns will be taken seriously, and children are encouraged to seek help from members of staff.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to
- Ensure that children know that there are named adults in the school whom they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including risk assessments, references, DBS, Section 128 and prohibition from teaching checks

Safeguarding in the Curriculum

The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

PSHE provides personal development opportunities for pupils 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 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

- know when and where to get help
- use assertiveness techniques to resist unhelpful pressure
- understand how to stay safe whilst using the internet

Opportunities to teach safeguarding

- Governing bodies should ensure that children are taught about safeguarding, including online safety. This will always be considered when reviewing our broad and balanced curriculum and will be included in our PHSE including Relationships Education and Health Education.

The statutory guidance can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The following resources may help schools and colleges:

- DfE advice for schools: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- UK Council for Internet Safety (UKCIS)27 guidance: <https://www.gov.uk/government/publications/education-for-a-connected-world>
- National Crime Agency's CEOP education programme: <https://www.thinkuknow.co.uk/>
- Public Health England: <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview> NB KCSIE 20 para 94

4. Local Governing Body

Local Governing Bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The nominated governor(s) for Safeguarding and Child Protection is as follows:

NAME: **[INSERT NAME OF STAFF HERE]**

The responsibilities placed on Governing Bodies include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring the effective implementation of the NPAT Safeguarding and Child Protection Policy, Whistleblowing Policy and Staff Code of Conduct
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2020) and Annex A and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead (DSL).
- ensuring that the role of the DSL is explicit in the role-holder's job description (see Annex B

Keeping Children Safe In Education September 2020, which describes the broad areas of responsibility and activities related to the role)

- ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years (in line with NSCP guidance) and receive regular (annual) safeguarding refreshers
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age appropriate way including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education through sex and relationship education (SRE) which will be compulsory from September 2020.

The statutory guidance can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The following resources may help schools and colleges:

- DfE advice for schools: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- UK Council for Internet Safety (UKCIS)27 guidance: <https://www.gov.uk/government/publications/education-for-a-connected-world>
- National Crime Agency's CEOP education programme: <https://www.thinkuknow.co.uk/>
- Public Health England: <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview> NB KCSIE 20 para 94

- *(See paragraphs 67 to 69 of Keeping Children Safe in Education 2020)*
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
- additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DfE 2019)
- having a senior, governance level lead to take leadership responsibility for the organisation's safeguarding arrangements

All governors at NPAT must have an enhanced DBS (and Section 128 check). In accordance with the Statutory Guidance "*Keeping Children Safe in Education*" – September 2020 the Local Governing Body will ensure that:

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times.
- Ensure that all staff have signed to acknowledge receipt of receiving, reading, and their individual responsibility to understanding and following *Part 1 Keeping Children Safe in Education September 2020*.

- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities. Training will be regularly updated at least annually and as and when required.
- The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. The Teaching Regulation Authority Teacher Services System (previously known as the Employer Access Service) now provides restriction information about teachers from the European Economic Area (EEA) and these checks must be recorded from staff working from these countries. Furthermore, the Headteacher and a nominated Governor have undertaken appropriate Safer Recruitment training. At least one person on any recruiting panel will have attended Safer Recruitment training.
- When using agency staff, it is a requirement that school checks that the person presenting at the school is the same person that the agency has provided vetting checks for.
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and that there is always cover for this role.
- The Designated Safeguarding Lead undertakes DSL training (in addition to basic child protection training) and this is refreshed at least every two years; in addition they should receive an update at least annually.
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated at least annually, and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. Any deficiencies or weaknesses brought to the attention of the Governing Body must be rectified without delay.
- The Chair of Governors (or in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer).
- Effective policies and procedures are in place and updated annually including code of conduct for staff and volunteers, Allegations of Abuse against Staff and Whistleblowing for example. Information is provided to the Local Authority (on behalf of the NSCB) through the Section 11 Safeguarding Return. The school action plan from this audit will be embedded in School Development Plan.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the full Governing Body. The named governor will monitor the safeguarding procedures within the school and ensure that the single central record is regularly updated and checked. This 'Safeguarding' Governor

should receive regular annual training and be included in any and all systems used to keep the Designated Safeguarded Lead up to date. All other governors should receive formal Safeguarding training every three years.

- The single central record will be closely monitored on a regular basis by both the Headteacher/Senior Leader and the Governing Body. Monitoring will take place at least once a term and will follow the NPAT governor safeguarding monitoring guidance and checklist. This will also be discussed with the school Associate Head as part of the termly School Improvement visit.
- The Governing bodies should ensure that appropriate filters and monitoring systems are in place and that proactive steps are taken to educate children about safer internet use.

The school contributes to inter-agency working in line with statutory guidance *“Working Together to Safeguard Children” July 2018* and *Northamptonshire County Council’s “Thresholds and Pathways Document”* including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Northamptonshire Safeguarding Children’s Partnership (NSCP).

Early Help is defined as staff being able to identify learners who need this level of support. These are the vulnerable children in school, and we identify and monitor these through our reporting system MyConcern. Part of identifying vulnerable learners is ensuring that staff understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm (child protection).

5. When to be concerned

Safeguarding and promoting the welfare of children is **everyone’s responsibility** and any decisions should always be made with the best interests of the child at the heart.

Children who may require early help:

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child’s needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead Person any ongoing/escalating concerns so that consideration can be given to a referral to Children First Northamptonshire if the child’s situation does not appear to be improving.

Early Help Links:

- Follow this link: www.northamptonshirescb.org.uk/social-care/early-help/ to access Northamptonshire’s information and support for professionals regarding Early Help.
- The Early Help Strategy
www.northamptonshirescb.org.uk/social-care/early-help/early-help-strategy/
- Early Help Co-ordinator
www.northamptonshire.gov.uk/earlyhelp

Vulnerable children

Staff and volunteers working within the school should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.**
- **Children who are showing early signs of abuse and/or neglect.**

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 4 of this policy for information on indicators of abuse and Appendix 1 for specific safeguarding issues.

- Please refer to the NSCP website for specific guidance on identification of neglect <http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/publications/neglect-toolkit/>, including roles and responsibilities for interventions. Please use the full suite of documents and guidance contained within the NSCP webpages.

Children with special educational needs and disabilities:

All staff need to be aware of the additional vulnerabilities of those children who have SEN and/or disabilities. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

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

- Lack of choice/participation;
- Isolation.

Directory Of Services for Children With Disabilities:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/Pages/default.aspx>

Northamptonshire's Local Offer:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Looked After Children and Previously Looked After Children

Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. A range of professionals will play a role in supporting the education and welfare of looked-after and previously looked-after children.

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out the action the Government is taking to support this. NB KCSIE 2020 para109-112

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people; these may also be useful for NPAT teachers. See <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview> for links to all materials and lesson plans.

The department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the Link Programme - <https://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/the-link-programme/>. Training for senior mental health leads, will be available to all state funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health. NB KCSIE 2020 para 113-116

Private Fostering

- The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.
- This is a private arrangement made between a parent and a carer for 28 days or more.
- Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).
- Many private fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.
- All staff should be alert to the definition and wider aspects relating to private fostering.
- Children First Northamptonshire must be informed of all private fostering arrangements.
- If professionals become aware of a child who is being privately fostered they should encourage the parent/carer to inform Children First Northamptonshire of the arrangement or contact Children First Northamptonshire themselves if they think parents/carers may not have done so already.
- Further information on private fostering can be found on the NSCp website: www.northamptonshirescb.org.uk/health-professionals/taking-action/private-fostering/

Homelessness

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

Peer on Peer/Child on Child Abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children First Northamptonshire and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer or child on child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour, upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks), initiation/hazing type violence and rituals.

Guidance on responding to and managing sexting incidents as well as other information on E-Safety can be found at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

See also Annex C of Keeping Children Safe in Education 2019 'online safety'

6. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but do not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify

- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay.

Support

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

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 12 of this policy – *Allegations involving school staff/volunteers*.

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

<http://www.northamptonshirescb.org.uk/health-professionals/taking-action/designated-officer/>

7. Records, Monitoring and Transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.

Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should consult with the NPAT central team who may, in turn, seek independent legal advice. NB KCSIE 20 para84

Records relating to actual or alleged abuse or neglect should always be stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. Old child protection records should be stored securely with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Headteacher and should be stored in a locked safe kept in a locked cupboard. This is in place for all Child Protection information gathered pre-April 2016.

Most current records of concern should be stored electronically using the MyConcern facility and where possible, hard copies of safeguarding documentation should be uploaded onto MyConcern and then disposed of. Access to MyConcern should be carefully managed by the Headteacher who will limit full access to a limited number of staff, for example Headteacher, DSL, Deputy DSL, Assistant Head DSL and Family Support Workers. All staff should have reporting access to MyConcern so that, in the vast majority of cases, concerns can be reported first-hand.

Child protection records should be reviewed regularly (at least twice a half term) to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method

possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post and original documents kept (until a child has reached 25 or 75 if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate. Files will be stored on MyConcern indefinitely.

Further details on information sharing can be found:

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools> - Guidance to support schools with data protection activity, including compliance with the GDPR. NB KCSIE 20 para 86

8. Confidentiality

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

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children First Northamptonshire and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9. Support for Pupils and School Staff

Our schools recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

Each school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

DSLs review and monitor our vulnerable pupils on a regular basis, as well as those who receive 'early help'

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child

protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support and/or counselling if appropriate.

10. School Procedures

Please see Appendix 3 - What to do if you are worried a child is being abused flowchart.

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead Person and log onto the MyConcern reporting system. The Designated Safeguarding Lead Person will decide whether the concerns should be referred to Children First Northamptonshire. If it is decided to make a referral to Children First Northamptonshire this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Whilst it is the DSLs role to make referrals, **any staff member** can make a referral to Children First Northamptonshire. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children First Northamptonshire and/or the Police immediately. Where referrals are not made by the DSLP, the DSLP should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 **the teacher must report** this to the police after informing the Designated Safeguarding Lead Person. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2019): Annex A for further details.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead Person at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead Person is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

11. Communication with Parents/Carers

At NPAT we will ensure the Safeguarding and Child Protection Policy is available publicly either via the school website or by other means.

Parents/carers should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuser informed;

- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material.

(The school may also consider not informing parent(s) where this would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

12. Allegations involving school Staff/Supply Staff/Volunteers (NB KCSIE 20 para 56)

An allegation is any information which indicates that a member of staff/supply staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates she/he would pose a risk of harm if they work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (KCSIE 2020 para 211 The reason is because of transferrable risk. Where an employee or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, an employee is involved in domestic violence at home, no children were involved, but schools need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk. Explanation of addition from KCSIE 2020 annex H

This applies to any child the member of staff/supply staff/volunteer has contact within their personal, professional or community life.

Governing bodies should ensure there are procedures in place (as described in paragraph 56) to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

Concerns including allegations that may meet the harms test should be addressed as set out in Part four: Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers of Keeping Children Safe in Education. KCSIE 2020 101-102

Supply teachers

In some circumstances schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency.

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies should discuss with the agency

whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies. NB KCSIE 2020 para214-217

What school staff should do if they have concerns about safeguarding practices within the school:

- All staff, supply staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- Appropriate whistle blowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher or Principal. Where there are concerns about the Head Teacher or Principal, this should be referred to the Chair of Governors as appropriate.

The Chair of Governors in this school is:

NAME:

CONTACT NUMBER:

[INSERT NAME OF GOVERNOR & TELEPHONE NUMBER HERE]

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME:

CONTACT NUMBER:

[INSERT NAME OF GOVERNOR & TELEPHONE NUMBER HERE]

In the event of allegations of abuse being made against the Headteacher, where the Head teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Designated Officer (formerly LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead Person if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2019, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. She/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the DSL. The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Designated Officer (formerly LADO):

Multi-Agency Safeguarding Hub: **0300 126 1000** (option 1)

Designated Officers (formerly LADO):

Designated Officer Administrator - 01604 364031

Designated Officer Andy Smith - 01604 367862

Designated Officer Christine York - 01604 362633

Designated Officers (formerly LADO):

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

<http://www.northamptonshirescb.org.uk/health-professionals/taking-action/designated-officer/>

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Designated Officer (formerly LADO) without delay.

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

The Head Teacher should, as soon as possible, **following briefing** from the Designated Officer inform the subject of the allegation.

Where a staff member feels unable to raise an issue with their employer/through the whistle blowing procedure or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them:

- Multi-Agency Safeguarding Hub: **0300 126 1000 (option 1)**
- NSPCC whistle blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour

policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)***.

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information.

Useful Links:

NSCP

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

NSCP Schools

<http://www.northamptonshirescb.org.uk/schools>

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

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

0808 800 5000

Childline:

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

0800 1111

Child Exploitation and Online Protection (CEOP):

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

0870 000 3344

Online safety training and advice contact:

e-safety@northamptonshire.gov.uk

Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19> NB KCSIE 20 Annex C

Online safety policy examples:

<http://swgfl.org.uk/products-services/esafety/resources/online-safety-policy-templates>

Inspecting Safeguarding In the Early Years August 2016:

<https://www.gov.uk/government/collections/education-inspection-framework?#guidance-for-education-providers>

Early Years Foundation Stage Statutory Framework:

<https://foundationyears.org.uk/eyfs-statutory-framework/>

13 Recruitment and Selection of Staff

The school's safer recruitment processes are based on the Statutory Guidance: *"Keeping Children Safe in Education"* – September 2020. The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. , The "Keeping Children Safe in Education" Sept 2019 – Information for all school and college staff" and the "Staff Code of Conduct" are given to all staff and are the basis for the safeguarding induction.

On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course.

Prohibition checks undertaken for everyone in 'teaching work', not just those with QTS.

14. Other Relevant Policies

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

- Prevent Duty Statement
- Behaviour
- Anti-Bullying (including Cyberbullying)
- Positive Physical Interventions (DfE Guidance - "Use of Reasonable Force" and "Screening, Searching and Confiscation")
- Inclusion
- Educational Visits
- Work Experience and Extended Work Placements
- First Aid and the Administration of Medicines
- Health and Safety
- Sex and Relationships Education
- Safe Recruitment
- Equalities Duty
- Code of Conduct
- E-safety
- Whistleblowing

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

15. Local and National Links

Local

Multi-agency working

- Schools have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- New safeguarding partners and child death review partner arrangements are now in place. 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) 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.
- It is especially important that schools understand their role in the three safeguarding partner arrangements. Governing bodies and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.
- The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children.
- The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) in the local area to be fully engaged, involved and included in 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 the best way to achieve the active engagement with individual institutions in a meaningful way.
- If named as a relevant agency, schools, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. NB KCSIE 20 74-78

Northamptonshire Safeguarding Children Partnership (NSCP):

Telephone: 01604 364036

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

Email: nscb@northamptonshire.gcsx.gov.uk

Thresholds and Pathways document:

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

Early Help – Request for Services

Contact the Early Help Support Service:

Telephone: 0300 126 1000 option 1 then option 2

Email: earlyhelpsupport@northamptonshire.gov.uk

Early Help Services and Assessment Online referral form available at:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help.aspx>

Directory of services for children with disabilities

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/default.aspx>

Educational Inclusion and Partnership Team

Online referral form available at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/471-educational-inclusion-partnership-team-eip>

Safeguarding Adults access advice:

Northamptonshire Safeguarding Adults Board Business Office
One Angel Square
Angel Street
Northampton
NN1 1ED
Tel: 01604 365681
Email: NSAB@northamptonshire.gov.uk

adultssafeguardingadmin@northamptonshire.gcsx.gov.uk (secure email)

e-referral form at:

<http://www3.northamptonshire.gov.uk/councilservices/adult-social-care/safeguarding/Pages/safeguarding-adults-forms.aspx>

Complex Case Meetings

Meetings take place every two weeks in each district, and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, an Early Help Support Service co-ordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

National

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

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

0808 800 5000

NSPCC Whistleblowing helpline

08000280285

Childline:

<http://www.childline.org.uk/Pages/Home.aspx>

0800 1111

Child Exploitation and Online Protection (CEOP):

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

0870 000 3344

APPENDIX 1 : KEEPING CHILDREN SAFE IN EDUCATION (DfE 2019) Part One: Information for all school and college staff Annex A: Further information

On publication of this Child Protection Policy the guidance Keeping Children Safe in Education commenced on 5 September 2016 and has been updated in September 2020. The DfE have confirmed that this guidance will be updated annually thereafter.

The DfE have published guidance on Keeping Children Safe in Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

It is **essential** that **all** staff have access to Keeping Children Safe in Education September 2020' and read Part 1 and Annex, which provides further information on:

- children missing from education
- child sexual exploitation and child criminal exploitation
- 'honour based' abuse
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation and extremism
- county lines
- peer to peer or child to child abuse
- homelessness
- serious violence
- upskirting

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

Children Missing in Education (CME)

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future (Keeping Children Safer in Education 2019).

The DfE have published guidance on Children Missing from Education September 2016:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. (NB Gang Culture, Serious Violence and County Lines paragraphs have been moved so as to be covered by the CCE introduction above)
- Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. The victim may have been sexually exploited even if sexual activity appears consensual. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:
 - Children who appear with unexplained gifts or new possessions;
 - Children who associate with other young people involved in exploitation;
 - Children who have older boyfriends or girlfriends;
 - Children who suffer from sexually transmitted infections or become pregnant;
 - Children who suffer from changes in emotional well-being;
 - Children who misuse drugs and alcohol;
 - Children who go missing for periods of time or regularly come home late; and
 - Children who regularly miss school or education or do not take part in education.

More information include definitions and indicators are included in Annex A.

- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.
- School and college staff can access government guidance via GOV.UK and other government websites. For CSE there is the following guidance: ‘What to do if you suspect a child is being sexually exploited’;
www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited and <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners> NB KCSIE 20 Annex A
- Additional information can be sought through the NCSB website using the ‘Tackling Child Sexual Exploitation Toolkit’ via the following link:
www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/toolkits-schools/

- **Child Criminal Exploitation (CCE)**

Gang Culture & County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. 'County Lines' is the term used to describe the approach taken by gangs originating from large urban areas, who travel to locations elsewhere to sell Class A drugs. Gangs typically recruit and exploit children and vulnerable young people to courier drugs and cash. Typically users ask for drugs via a mobile phone line used by the gang. Couriers travel between the gang's urban base and the county locations on a regular basis to collect cash and deliver drugs. Northamptonshire is particularly vulnerable due to the excellent transport links to London by road and rail.

Involvement in County Lines

Gangs recruit children and young people through deception, intimidation, violence, debt bondage and/or grooming. This could be in the form of a 'runner' in the county location to make cash deposits into bank accounts registered to associates or family members of members in the urban location. This poses a particular risk as the 'runners' although lower in the hierarchy, historically are those who have been targeted, shot or stabbed which places them at greater risk than the leaders of the gang.

Gangs are also known to utilise consenting adult females to assist criminal activity. The common form of assistance provided by females is allowing the use of their home address to running and holding drugs. It is important to think about the child who may reside in the property who will be affected and possibly involved as a runner.

Families who have entered into relationships with gang members are often controlled and subject to domestic abuse. In some cases females can be sexually assaulted, threatened with sexual assault and exploited for sex in payment for drugs. Violence is regularly used in order to establish and maintain county lines.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Further information can be found at: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines> NB KCSIE 20 Annex A

Serious Violence

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 is provided in the Home Office's Preventing Youth violence and gang involvement:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

and it's Criminal exploitation of children and vulnerable adults: county lines.

<https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults>

Preventing Radicalisation and Extremism

- The Counter-Terrorism and Security Act, 2015 places a duty on authorities 'to have due regard to the need to prevent people from being drawn into terrorism'. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. NB KCSIE 20 Annex A
- Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.
- As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.
- In addition, schools and colleges should refer to the following DfE Guidance:
 - The Prevent Duty Guidance for England and Wales places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies: www.gov.uk/government/publications/prevent-duty-guidance
 - The use of social media for online radicalisation: www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Further information regarding preventing radicalisation can be found in Annex A Keeping Children Safer 2019.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

Additional support

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention. https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel. https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

[educateagainsthate.com](https://www.educateagainsthate.com), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty. KCSIE 20 Annex A

Honour Based Abuse (HBA) (Changed from 'violence' to recognise non-violent forms of abuse)

- So-called 'honour-based' abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.
- All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBA, or already having suffered HBA. If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). KCSIE 20 Annex A As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care
- Where FGM has taken place, since 31st October 2015 there has been mandatory reporting duty placed on teachers that requires a different approach: Guidance: 'Mandatory reporting of female genital mutilation: procedural information' www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- There are a range of potential indicators that a child may be at risk of HBV.
- Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.
- Schools can play an important role in safeguarding children from forced marriage.
- The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage

Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco@fco.gov.uk.

- Additional information can be found on the NSCP website:
www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/toolkits-schools/

Forced Marriage

- A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against woman and men, domestic/child abuse and a serious abuse of human rights.
- The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.
- Forced marriage is illegal as of 16 June 2014.

See 'Forced Marriage – Guidance for Professionals' 2016 'The Right to Choose: Multi-Agency Statutory Guidance for Dealing with Forced Marriage' 2014 -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

Forced Marriage Unit – 020 008 0151

Forced Marriage free book by Anita Prem (Secondary)

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

Female Genital Mutilation (FGM)

- Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.
- It is carried out on children between the ages of 0-15, depending on the community in which they live.
- There is a statutory duty for professionals in England and Wales to report 'known' cases of FGM in under-18s to the police which they identify in the course of their professional work.

Domestic Violence (DV)

- Domestic violence is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.
- This can encompass, but is not limited to, the following types of abuse:
 - Psychological
 - Physical
 - Sexual
 - Financial
 - Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting and emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Operation Encompass

Operation Encompass operates in the majority of police forces across England – Northamptonshire Police is signed up to the scheme. For more information click:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/domestic-abuse-notification-to-schools.aspx#:~:text=%E2%80%8BOperation%20Encompass%20is%20a,started%20in%20Northamptonshire%20January%202017.&text=In%20Northamptonshire%20the%20Council%20receives,domestic%20abuse%20notifications%20a%20day>. Operation Encompass helps police and schools work

together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. NB KCSIE 20 Annex A

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

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

<http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/> and Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. NB KCSIE 20 Annex A

<http://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf>

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. NB KCSIE 20 Annex A

Advice on when to call the police; NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

NB KCSIE 20 para 70

NPAT Staff Mandatory Training Record 2020-2021

Staff Member's Name

Safeguarding

I am aware of the Designated Safeguarding Lead's in the school.

Yes

I have my login details to access MyConcern to report/update safeguarding concerns.

Yes

Safeguarding Training

I confirm I have received Safeguarding Training in the last 12 months.

Yes

Date of training:

Staff Safer Working Practices

I confirm I have read and will follow the NPAT Safer Working Practices Leaflet.

Yes

Prevent awareness Training

I confirm I have received Prevent awareness Training in the last 12 months.

Yes

Date of training:

Fire Training

I confirm I have received training on what to do in the event of a fire.

Yes

GDPR

I am aware of the trust GDPR Policy, who the Data Protection Officer is and have received the Contact card.

Yes

I have completed the online training module on GDPR.

Yes

Policies

NPAT Child Protection and Safeguarding Policy

I confirm I have read and will abide by the NPAT Child Protection and Safeguarding Policy.

Yes

Keeping Children Safe in Education

I confirm I have read the Keeping Children Safe in Education Document.

Yes

Working Together to Safeguard Children

I confirm I have read the Working Together to Safeguarding Children Document.

Yes

NPAT E-Safety Policy

I confirm I have read and will follow the NPAT E-Safety Policy.

Yes

NPAT E-Safety Acceptable Use Agreement

I confirm I have read and signed the NPAT E-Safety Acceptable Use Agreement (below).

Yes

NPAT Code of Conduct

I confirm I have read and will abide by the NPAT Code of Conduct

Yes

NPAT Whistleblowing Policy

I confirm I have read and been made aware of the NPAT Whistleblowing Policy.

Yes

NPAT Communications & Social Media Policy

I confirm I have read and been made aware of the NPAT Whistleblowing Policy.

Yes

NPAT Health & Safety Policy

I confirm I have read and been made aware of the NPAT Health & Safety Policy.

Yes

School Behaviour Policy

I confirm I have read and been made aware of the School Behaviour Policy.

Yes

School Staff Handbook

I confirm I have read and will follow the School Staff Handbook.

Yes

Signed

Date

APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2018)
Flowchart

Be alert

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

Question behaviours

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

Ask for help

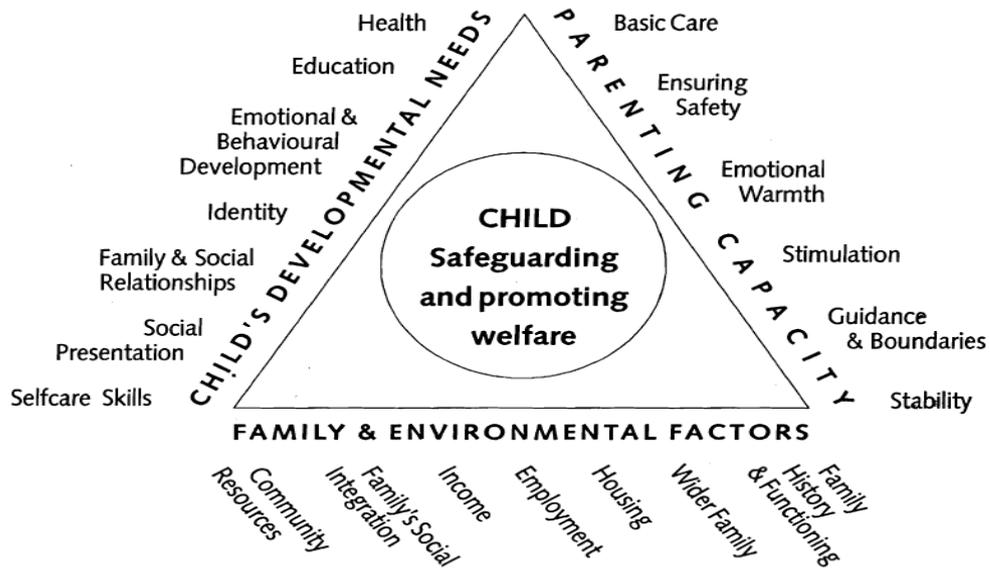
- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2018)

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse	
<i>Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).</i>	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.

Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Parent

Family/environment

Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on-line / child exploitation.

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention/concentration (world of their own)

Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community
Excessively interested in the child	History of mental health, alcohol or drug misuse or domestic violence
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Specific safeguarding issues

4.1. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

4.2. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including Cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school's procedures regarding peer to peer abuse.

4.3. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf and Mental Health and Behaviour in Schools https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

4.4. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools can be found

on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. Schools can access government guidance as required on the issues listed below via [GOV.UK](#) and other government websites:

- Bullying including cyberbullying
- Children missing education – and Annex A
- Child missing from home or care
- Homelessness
- Child sexual exploitation (CSE) – and Annex A
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – and Annex A
<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>
- Forced marriage – and Annex A
- Gangs and youth violence including County Lines
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation and extremism (Chanel training) – and Annex A
- Relationship abuse
- Sexting
- Trafficking
- Serious violence
- Upskirting

Use of Mobile Phones and Cameras:

- The Designated Safeguarding Lead (DSL) and leadership team must ensure that the relevant safety policies and procedures are in place and implemented which relate to the use of mobile phones, cameras and social networking for pupils and for staff, visitors and volunteers.
- The Designated Safeguarding Lead (DSL) and leadership team must ensure that staff read and understand all relevant 'Staff Codes of Conduct'/'Staff Behaviour' policies, inclusive of clear procedures in relation to the use of mobile phones, cameras and social networks as well as online conduct.
- Staff should have a clear understanding of what constitutes misuse of mobile phones and cameras and know how to minimise the risk.
- Staff must be vigilant and alert to any potential warning signs of the misuse of mobile phones and cameras and report any concerns.
- *'3.4 The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.'* (Section 3 The Safeguarding and Welfare Requirements; Statutory Framework for the Early Years Foundation Stage 3rd April 2017)

Online Safety

- It is important that children and young people receive consistent messages about the safe use

of technology and are able to recognise and manage risks posed both in the real world and the virtual world.

- Terms such as ‘e-safety’, ‘online’, ‘communication technologies’ and ‘digital technologies’ refer to all fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks to their well-being.

The issues can be categorised into three areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material
- Contact – being subjected to harmful online interaction with other users
- Conduct – personal online behaviour that increases the likelihood of, or causes harm

Best Practice:

- **Whole Setting Approach:** Staff recognise and are aware of online safety issues and the Designated Safeguarding Lead (DSL) and leadership team should make online safety a priority.
- **Policies:** Designated Safeguarding Lead (DSL) and leadership team must ensure that all of the relevant online safety policies and procedures are in place and implemented. This includes having an awareness of the relevant sections of the EYFS Statutory Framework which relate to safeguarding.
- **Monitoring and Evaluation:** Risk assessment is taken seriously and used to promote online safety. There are appropriate filters and monitoring systems in place to protect children from harmful online material.
- **Management of Personal Data:** Data is managed securely and in accordance with the requirements of the Data Protection Act 2018 and GDPR.

Information and support

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. Annex C of Keeping Children [Keeping Children Safe in Education 2020](#) contains a list which while not exhaustive but should provide a useful starting point: