

Take 1 Studios
Centre for Learning

Safeguarding/Child Protection Policy September 2024

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Policy approved by the Governing Body	
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Take 1 Safeguarding Policy Introduction

Section A

This policy reflects current legislation, accepted best practice and complies with government guidance: Working Together to Safeguard Children 2023 and Keeping Children Safe in Education September 2024.

Other policies that may need to be considered are:

- *Anti-bullying and discrimination*
- *PSHE*
- *Drugs*
- *Confidentiality*
- *Behaviour management and positive intervention*
- *Attendance (including children who are absent from school)*
- *Special needs*
- *Health and Safety*
- *Safer Recruitment*
- *Physical Intervention*
- *E-safety*
- *Management of Allegations*
- *Intimate Care*
- *Touching*
- *Use of Mobile Phones and Cameras*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors' policy*
- *Children in Care / Previous Children in Care (was known as Looked After Children / Previously Looked After Children)*
- *Equality*
- *Data Protection Policy*

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

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

Governing bodies and proprietors should ensure children are taught how to keep themselves and others safe, including online. Preventative education should be taught as part of a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for

discrimination, harassment and abuse of any kind. This will include a planned programme of evidence based RSHE that reflects the school's values and is delivered in regularly timetabled lessons as well as reinforced through the whole curriculum. The programme will be age and stage appropriate and fully accessible to all.

Section B - Statutory duties that apply to schools

Working Together to Safeguard Children 2023 & Keeping Children Safe in Education 2024

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

- ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2023*. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to, for example, children subject to child protection plans and children looked after and previously looked after,
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback
- ensuring there are procedures in place to respond robustly to allegations, including those relating to children harming, or allegedly harming other children (including sexual violence and sexual harassment) and allegations against staff and volunteers
- arrangements which set out clearly the processes for sharing information, with other professionals and with the local Safeguarding Partners
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads should be a member of the school's senior leadership team and their roles should always be explicitly defined in any job description. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- safer recruitment practices for individuals whom the organisation will permit to work regularly with children (Keeping Children Safe in Education, 2024 pages 52-70, paragraphs 206 - 267) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check. Safer recruitment practices will include an online check of shortlisted candidates as outlined on page 55, paragraph 221 of Keeping Children Safe in Education 2024.
- schools and colleges must keep a single central record of DBS checks and training undertaken (Keeping Children Safe in Education, 2024 page 71, paragraph 268). The record must cover the following people:
 - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children

- all others who work in regular contact with children in the school or college, including volunteers
- for independent schools, including academies and free schools, all members of the proprietary body
- it is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in August 2018, entitled 'Disqualification Under the Childcare Act 2006' of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision
- relevant staff are those working in childcare, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.
- Keeping Children Safe in Education, 2024 page 70, paragraph 266 also refers to disqualification: "For staff who work in childcare provision, or who are directly concerned with the management of such provision, employers need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018"
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- staff should be given mandatory safeguarding training at the point of induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare as well as how to manage a disclosure. Staff in schools and colleges should ensure that all staff read and understand at least part one of Keeping Children Safe in Education 2024.
- there should be an ongoing programme of refresher training and updates to staff/volunteers about key safeguarding issues at least annually (Keeping Children Safe in Education, 2024-page 33 paragraph 125), with suggested three yearly 'Introduction to Safeguarding and Child Protection' training for all staff (Nottingham City Safeguarding Children's Partnership recommendation)
- ensure there is an effective child safeguarding policy in place together with a school behaviour policy, schools' response to children who go missing from education, staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff - including temporary staff and volunteers at point of induction.
- all professionals should have regular reviews of their own practice to ensure they improve over time
- the designated lead for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern about a child's circumstances whenever new information arises
- all schools and colleges must be compliant with the requirements of the LSCP in Nottingham and this includes engagement in the Serious Case Review process
- Nottingham City Safeguarding Partners require all schools to complete an annual safeguarding audit (Section 175/157 see footer*) and be engaged in multiagency processes and Serious Case

Reviews (See Working Together to Safeguard Children 2023 (Chapter 2 p59 & chapter 3 p77), to be read in conjunction with DfE Keeping Children Safe in Education 2024

- clear policies in line with those from the safeguarding partners for dealing with allegations against people who work with children, in either a paid or voluntary capacity. This includes individuals or organisations who are using the school premises for the purpose of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). For any safeguarding allegation, the school will follow their safeguarding policy and procedures, including informing the Local Authority Designated Officer (LADO)- Keeping Children Safe in Education, 2024 page 91, paragraph 377

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

In addition:

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

- any allegation should be reported immediately to the Headteacher or the Principal of the school. Where the allegation relates to the Headteacher or Principal it should be reported to the Chair of Governors or equivalent. The Local Authority Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from regulated activity (working with children) or would have removed, had the person not left first, because of a safeguarding concern that the person may have posed a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.
- Paragraph 423 of Keeping Children Safe in Education 2024 states that 'concerns and or allegations that do not meet the harm threshold' advises a close focus on record keeping of such concerns and early intervention is expected to be included in safeguarding training for all staff.

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

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

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

Whistleblowing:

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Section C – Aims and Responsibilities

At Take 1 the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition, we will adhere to the principles set out in Nottingham's Safeguarding Children Partnership Threshold of Need and Nottingham City Safeguarding Partners Policy, Procedures and Practice Guidance.

Effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2023 and Keeping Children Safe in Education 2024.

At Take 1 we are committed to safeguarding children and young people, and we expect everyone who works in

our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered 'that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and [speak] to the DSL'.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, mental health, attendance, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- highlight the connection between the Safeguarding Policy and the school's policy for safer recruitment of staff and volunteers, and for managing allegations

confirm the working relationship with City MASH, Nottingham City Safeguarding Partners and other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

- i. **The governing body:** has a trained link governor for Safeguarding, who will attend training/updates at least every three years and will also receive the regular safeguarding updates referred to above
 - will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of governing body of an independent school.
 - will ensure that the school has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff, volunteers and organisations who use the school premises that all comply in accordance with Nottingham City Safeguarding Partners.
 - will ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2024).
 - has appointed a member of staff of the school or college's leadership team to the role of designated safeguarding lead.
 - will ensure the school/college keeps an up-to-date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
 - monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
 - recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
 - ensure that the child safeguarding policy is available to parents and children on request
 - will ensure this policy and practice complements other policies e.g., anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.
 - will ensure that they develop a safeguarding culture and facilitate a whole school approach to safeguarding.
 - will ensure that all safeguarding processes and policies operate with the best interests of the child.
 - ensuring that the child's wishes, and feelings are taken in to account when action is determined by school leaders.

Governors in maintained schools are required to have an enhanced DBS check and the Teacher Services web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. (Keeping children safe in Education 2024 Page 79, paragraph 312-314,)

It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor.

ii. The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff.
- the policy will be updated annually and be available publicly either via the school or college website or by other means.
- designated staff review policy when the Nottingham City Safeguarding Partners update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multiagency meetings, to contribute to the assessment and support of children and young people and be appropriately trained.
- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- where there are concerns about a member of staff's suitability to work with children, contact the LADO.
- where an allegation is made against a staff member who is not employed by the school e.g., supply teacher, the headteacher will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required (Keeping Children Safe in Education, 2024 Page 90 Paragraph 373-374).
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children who are absent from school, particularly where there are concerns regarding the potential for forced marriage or female genital mutilation. From February 2023 it is crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages. (Keeping Children Safe in Education, 2024 Pages 155 and 156,)
- he/she undergoes child safeguarding training, which is updated regularly, in line with advice from the Nottingham City Safeguarding Partners.

iii. Designated Safeguarding Leads will:

- have their roles explicitly defined in their job descriptions
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- undergo updated child safeguarding training every two years as a minimum
- liaise with relevant agencies in accordance with the Nottingham City Safeguarding Partners procedures when referring a pupil where there are concerns about possible abuse or harm
- be able to access the contents of the Nottingham City Safeguarding Partners procedures and personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g., where there are concerns about a pupil who is 'looked after or previously looked after'
- support staff to reflect on the information they hold about children and provide an alternative perspective on issues to promote a better understanding of what may or may not be concerning
- meet at least each half term to review procedures and case load
- be aware of the requirement for children (investigated by the police) to have an appropriate adult (PACE)
- take lead responsibility for safeguarding and child protection (include online safety and understanding the filtering and monitoring systems and processes in place) (Keeping Children Safe in Education, 2024 Page 28, Paragraph 103)

Designated leads will ensure that:

- written records of concerns are kept, even if there is no immediate need for referral
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Head teacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- they have oversight of attendance where there are concerns about welfare and safety, for example children missing education and patterns of non-attendance
- the children missing education- statutory guidance for local authorities 2016 is adhered to
- where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, the relevant professional in children's social care is contacted

- children’s safeguarding records are monitored for patterns, when taken in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns arise.
- where there are existing concerns about a pupil, and they transfer to another school in the same or another authority, information held is transferred securely and confidentially e.g., documents noted confidential, separate from the pupil’s main file to the designated lead for child safeguarding in the receiving school
- transfer of records (once on roll at another school) is 5 working days
- where a pupil has a child protection plan or there are ongoing child protection enquiries and transfers to another school.
 - the receiving schools designated lead for Safeguarding is informed immediately
 - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file (recorded delivery)

All Designated Safeguarding Leads and Deputy Designated Safeguarding Leads need to ensure multiagency working:

Schools and colleges have a pivotal role to play in multiagency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children 2023. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

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

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children’s social care from the host local authority and, where appropriate, from

a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

NPCC guidance: 'When to call the police' is designed to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

iv. The staff

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

- read and understand a minimum of Part 1 of Keeping Children Safe in Education 2024
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to Children's Social Care, e.g., in urgent situations
- be alert to signs and symptoms of harm and abuse. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the Nottingham City Safeguarding Partners webpage
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated regularly in line with advice from the Nottingham City Safeguarding Partners, (whole staff training every three years) and statutory guidance (KCSIE, 2024)
- recognise that abuse and neglect can happen in any setting and maintain an attitude of 'it could happen here'
- have access to "What to do if you're worried that a child is being abused: advice for practitioners' guidance." (2015)
- report where they see or suspect that unacceptable content is being accessed online despite filtering and monitoring systems
- ensure appropriate supervision when children are accessing online platforms
- give due consideration to planned lesson content where it may impact the schools filtering and monitoring process, See E-safety policy for further information.
- Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the school Attendance Policy.

Low level concerns about staff behaviour.

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

At Take 1 we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by [state method of contact].

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher/principal.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher/principal has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favorites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as

possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Allegations against the Headteacher

Where an allegation is made against the Headteacher, Principal or equivalent, the Chair of the Governing Body, or equivalent, must be informed as well as the Local Authority Designated Officer (LADO) **0115 8764762**.

Section D- Reporting concerns to the Designated Safeguarding Lead

Any concern should be discussed in the first instance with the Designated Safeguarding Lead or Deputy Leads in their absence, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to City MASH or the police immediately. Anybody can make such a referral.**

All concerns / decisions / actions / outcomes are recorded as per school procedures (including electronic records)

Immediate response to the pupil

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

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is ok to observe bruises but not to ask a pupil to remove their clothing to observe them if a disclosure is made,
- accept what the pupil says
- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading 07456 785121 questions such as “what did s/he do next?” It is your role to listen - not to investigate
- use open questions such as ‘is there anything else you want to tell me?’ or ‘yes?’, ‘and?’
- be careful not to burden the pupil with guilt by asking questions like ‘why didn’t you tell me before?’
- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as ‘I’ll stay with you all the time’ or ‘it will be all right now’

Recording information – CPOMS

- make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your full name and role should be included
- if it is observation of bruising or an injury try to record detail, e.g., ‘right arm above elbow’. Do not take photographs

- note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms')
- it is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral
- verbal conversations should be promptly recorded using the school's system

Section E- Supporting pupils and their mental health

- The staff and governors recognise that a child or young person who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- Staff have an understanding that pupils with SEND can be more vulnerable to abuse and neglect. SEND pupils will receive support from the Inclusion Lead (SENCo) and relevant outside agencies e.g., Learning support or Education and Health Care Plan.
- We are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where staff have concerns about a child's mental health immediate action should be taken in line with safeguarding policy. (Keeping Children Safe in education, 2024 Page 15 Paragraph 45-47).
Advice and guidance are available: www.gov.uk/government/publications/mental-health-and-behaviour-in-schools ; www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/
- The school will support all pupils by discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with Nottingham City Safeguarding Partners procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through the school or by signposting to other local services, as set out in Nottingham City's Threshold of Need. Where a child is receiving early help support, we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of this impact, we will consider other alternatives, which may include seeking specialist support

Confidentiality

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

Staff must be aware that:

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

Consent

All professionals are expected to follow consent guidance from the General Data Protection Regulation (GDPR) 2017, the Children Act 1989 and the Crime and Disorder Act 1998. To make a referral, parents/carers must give their **explicit and informed consent** for information to be shared with other agencies to enable holistic support and access to services. Recorded consent should be gained by the referring agency, with clarity about why and with whom information will be shared. Services cannot accept a referral without consent, unless there are safeguarding concerns whereby there is a statutory duty to intervene and seeking consent may put the child at further risk or cause a delay. In situations where there are concerns that a child is suffering, or is likely to suffer significant harm, information may be shared without consent.

Circumstances may include:

- Suspicion that a child will be forced into marriage or removed from the country against their will
- Suspicion that a child is at risk of female genital mutilation
- A disclosure of sexual or physical abuse putting the child at immediate risk
- Suspicion that illness is being fabricated.

Permission to share information with the City MASH should always be sought from an adult with parental responsibility for the child / young person before passing information about them to Children's Social Care, UNLESS seeking permission would place the child at immediate risk of significant harm or may lead to the loss of evidence, for example destroying evidence of a crime or influencing a child about a disclosure made.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (Page 17, paragraph 57 Keeping Children Safe in Education 2024)

Further details on information sharing can be found: Working Together to Safeguard Children 2023, Data protection: toolkit for schools, Information Sharing: Advice for Practitioners providing safeguarding services to Children, Young People, Parents and Carers.

V. Pupils:

Safe Environment – pupils are safe and feel safe.

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

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

School will therefore ensure that:

- There is an ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously, and responded to appropriately is established and maintained
- Pupils are involved in the decision-making which affects them
- Pupils know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. Nottingham City Safeguarding Partners and Childline
- Curriculum activities and opportunities to equip pupils with the skills they need to stay safe from abuse are provided
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all. Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse
- Effective working relationships are established with parents and colleagues from

- partner agencies
- There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse

Section F - Safeguarding as part of the Curriculum

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

The following areas are addressed within PHSE, ICT and in the wider curriculum:

Bullying, including cyber-bullying, child on child abuse and up skirting

E safety

Road, fire and water safety

Inter-personal relationships and domestic abuse

Child sexual exploitation (CSE), online and offline

Honour based abuse and forced marriage

Female genital mutilation (FGM)

Radicalisation and extremism (Educate Against Hate)

This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

Section G – Online Safety (Keeping children Safe in Education, 2024 Page 35- 38 Paragraphs 135 – 148)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems, see e-safety policy. We acknowledge that many pupils may have access to the internet using their own devices and therefore our wider curriculum and linked policies (for example mobile phone policy) ensure that pupils have an awareness and understanding of online risks.

Governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness (Keeping Children Safe in Education, 2024 Page 37, Paragraphs 141 – 142;) with clear identified role and responsibilities for all involved in this area of safeguarding.

At Take 1 we ensure that we meet the Digital and Technology Standards as detailed in the DFE publication *'Meeting digital and technology standards in schools'* 2023 [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges-guidance)

- Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include [specify those that are in use]:
 - Physical monitoring
 - Live software monitoring
 - Monitoring user logs
 - Monitoring individual devices
- We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.
- Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.
- All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns

All our staff have taken part in annual cybersecurity training

Section H - Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their consent to make a referrals to City MASH.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues. Where appropriate a child may be asked for their consent.

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

Section I- Children in Care (previously known as LAC) and Children Previously in Care

Supporting children in care and children who have been in care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together.

To ensure we have a coordinated approach to meeting the needs of children in care who attend our school we have a designated lead for children in care.

Our designated lead for CIC will

- Attend PEP reviews
- Ensure children receive the correct provision, support and intervention and review frequently
- Work closely with the Virtual School

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other

than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

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

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

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone,

including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

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

Section J - Prevention in the Curriculum

Keeping Children Safe in Education, page 34 paragraph 131, states that 'preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain...'

In addition, it is expected that:

- 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.
- the PSHE programme *in each key stage* 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
 - including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure
- how to keep safe on-line
- the risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation. Our work in this area is based on the guidance set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People

Section K- Particularly Vulnerable Groups (Statutory & New additions will be listed below)

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

At Take 1 we recognise that some pupils with protected characteristics may require reasonable adjustments and positive action to be taken to deal with particular disadvantages which may affect them (Page 25 paragraph 89, Keeping Children Safe in education)

1. Preventing Radicalisation- Keeping Children Safe in Education 2024 Page 149-151.

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

[Note there is no requirement to have a separate policy for the Prevent duty, but schools may wish to do so.]

As a minimum, schools should include the following in their safeguarding policy.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

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 the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Statutory guidance has been published and is available here:

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

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

2. Female Genital Mutilation -Keeping Children Safe in Education 2024, Page 154-155

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

Risk factors for FGM include

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

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

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

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.

- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

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

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases nevertheless this is still something that must be reported to social care.

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

**3. Sexual violence and sexual harassment in schools – Keeping *Children Safe in Education*, 2024
Pages 105-135, paragraphs 447 – 558**

Schools and colleges should **respond to all reports and concerns** of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Governing bodies and proprietors should ensure that the school or college contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children.

Any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

The NSPCC also provides free and independent advice about HSB: [NSPCC Learning -Protecting children from harmful sexual behaviour](#) and [NSPCC -Harmful sexual behaviour framework](#)

The Lucy Faithfull Foundation has developed a [HSB toolkit](#), which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.

[Contextual Safeguarding Network–Beyond Referrals \(Schools\)](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools.

[Stop It Now -Preventing harmful sexual behaviour in children -Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.](#)

It is important that the perpetrator(s)is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

4. Child on Child abuse -Keeping Children Safe in Education, 2024 Page 139-140

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence,⁸ such as rape, assault by penetration and sexual assault.
- sexual harassment,⁹ such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; ¹⁰ which sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

At we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

5. Neglect – *Keeping Children Safe in Education, 2024 Page 11 Paragraph 30 and Annex A, Page 137 Paragraph 4-12*

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

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Nottinghamshire and Nottingham City Safeguarding Children Partnerships have adapted this toolkit which was initially developed by Jane Wiffin on behalf of Hounslow LSCB and then revised by North Somerset; to offer a 'Structured Judgement Approach' to the identification of child neglect and the tools for agencies to work in partnership with families to improve outcomes for the children and young people.

Child and Young Person's Neglect Toolkit for assisting in the identification of Child Neglect V1.3 June 2022

The Toolkit should be used in conjunction with the local Nottinghamshire and Nottingham City Pathway documents which provide guidance on thresholds for services, and the interagency Procedures and Guidance http://nottinghamshirescb.proceduresonline.com/p_neglect.html.

- Nottinghamshire: Pathway to Provision <http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>
- Nottingham City: Threshold of Need [final-version-6-06-06-2023-nottingham-city-threshold-of-](http://www.nottinghamcity.gov.uk/media/10000/2023-06-06-final-version-6-06-06-2023-nottingham-city-threshold-of-need)

[needs.pdf \(nottinghamcity.gov.uk\)](https://www.nottinghamcity.gov.uk/needs.pdf)

6. Child Sexual Exploitation

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;

- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

7. Child Criminal Exploitation

Information about Child Criminal Exploitation can be found in KCSIE (2024) page 38-40 and Annex B pages 149-151.

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

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.

8. County Lines

County Lines' is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2024) page 150.

9. Domestic Abuse

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).]

10. Honour based abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

11. Forced Marriage

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

12. Children who are absent from school

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

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

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

In response to the guidance in Keeping Children Safe in Education (2024) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

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

13. SEND

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the

fact that additional barriers can exist when recognising abuse and neglect in this group of children.

- These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At Take 1 we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example, creating individualized learning plans.

14. Child on child abuse

1. Minimizing Risk:

Measures for Minimizing the Risk of Child-on-Child Abuse

1.1. Educational Programs:

Regular sessions for children on respectful behavior, consent, healthy relationships, and the importance of speaking up against abuse. Age-appropriate education about the various forms of abuse will be integrated into the curriculum.

1.2. Staff Training:

All staff, including teachers and support personnel, will receive ongoing training to recognize signs of child-on-child abuse, how to intervene early, and the proper channels for reporting and handling incidents.

1.3. Clear Behavioral Policies:

We have established clear codes of conduct for students outlining acceptable and unacceptable behaviors, with specific mention of bullying, physical abuse, and sexual harassment. We aim to promote a culture of zero tolerance for abuse.

1.4. Supervision and Monitoring:

We ensure high levels of adult supervision in all areas, especially during unstructured times (e.g., recess, lunch breaks, and in hallways). We aim to use CCTV and designated safe zones to minimize opportunities for abuse.

1.5. Anonymous Reporting Tools:

We have a range of anonymous reporting options such as anonymous suggestion boxes and online forms to encourage pupils to report abuse or any concerning behaviors without fear of retaliation.

1.6. Peer Support Programs:

We encourage peer mentorship within the group to promote positive peer relationships. Older students can act as mentors to younger students, promoting a safe and inclusive environment.

1.7. Parental Engagement:

We engage parents through regular communication, workshops, and resources about recognizing signs of abuse, fostering safe online behavior, and promoting respect among peers.

1.8. Anti-Bullying Campaigns:

We are designing an ongoing anti-bullying and anti-abuse campaign to raise awareness, promote a culture of kindness, and empower students to stand up against any form of peer abuse.

1.9. Risk Assessments:

Conduct regular risk assessments to identify vulnerable areas or times in the school day where abuse is more likely to occur. Develop specific strategies to mitigate risks in those identified areas.

2. Early Intervention Programs:

Implement early intervention programs for students showing signs of aggressive or inappropriate behavior, offering counseling, behavioral support, and parental involvement.

By implementing these measures, schools can actively reduce the risk of child-on-child abuse and foster a safer, more supportive environment for all students.

3. Reporting Systems:

We have accessible, well-promoted, and easily understood systems for children to report abuse confidently. All concerns will be treated seriously and handled promptly.

4. Handling Allegations:

Procedures are in place for recording, investigating, and addressing allegations of child-on-child abuse. Investigations will be thorough and transparent.

5. Support for Affected Children:

We have clear processes in place to support victims, perpetrators, and others affected by child-on-child abuse. This includes referrals to counseling, mediation, and long-term care for all involved.

6. Ongoing Vigilance:

Even in the absence of reports, staff will remain vigilant as child-on-child abuse may still occur. Regular monitoring and proactive interventions will help identify unreported cases.

7. Zero-Tolerance Approach:

The school will enforce a zero-tolerance approach to all forms of abuse. Abuse will never be dismissed as “banter,” and unacceptable behaviors will be addressed to maintain a safe environment.

8. Gender Consideration:

We recognize that girls are more likely to be victims and boys more likely to be perpetrators, however all forms of abuse, regardless of gender, will be treated with equal seriousness.

9. Forms of Child-on-Child Abuse:

We will address all forms of abuse, including:

- Bullying (cyberbullying, prejudice-based, and discriminatory bullying)
- Abuse in intimate personal relationships
- Physical abuse (e.g., hitting, kicking, hair-pulling)
- Sexual violence and harassment

10. Responding to Sexual Violence and Harassment:

We will follow the guidance in *KCSIE 2024 Part 5* and the UKCIS’s guidelines for responding to sexual violence and harassment between peers, ensuring appropriate action is taken for all reports.

11. Sharing Nudes and Semi-Nudes:

The **UK Council for Internet Safety (UKCIS)** issued guidance in December 2020 to help schools handle incidents where nude or semi-nude images have been shared by children and young people. This guidance focuses on safeguarding and is intended to protect young people while addressing these incidents with care and sensitivity. Below is an outline of the key steps schools should follow:

1. Initial Response and Disclosure

- **Listen carefully:**

When a young person discloses that they have shared a nude or semi-nude image, it is important to listen calmly and not express shock or blame.

- **Reassure the child:**

Make sure the young person feels supported and understands that they are not in trouble.

- Do not promise confidentiality: Explain that you will need to share the information with the designated safeguarding lead (DSL) to get the right support.

- **Do not view the image:** School staff should avoid looking at the images unless absolutely necessary, following our safeguarding procedures.

2. Referral to the Designated Safeguarding Lead (DSL)

- **Immediately refer the incident to the DSL:** The DSL will lead the school's response to the incident.

- **Risk assessment:** The DSL should conduct an initial assessment to determine the nature of the incident, the risks involved, and whether the police or social services need to be informed.

3. Assessing the Situation

- **Consider the age of the individuals involved:**

If any child involved is under 13, this may be treated as a more serious safeguarding issue.

- **Determine if any coercion or exploitation is involved:**

If there is evidence of exploitation, grooming, or abuse, the incident should be escalated to the police and children's social care immediately.

- **Consider the intent:**

Assess whether the image was shared consensually or whether there was pressure, bullying, or harassment involved.

- **Impact on the young person:**

Consider the emotional and social impact on the young person involved and the potential long-term effects.

4. Deciding on Action

- **Internal management:**

If the incident is low-risk (e.g., consensual sharing of images between two young people of a similar age), the school may decide to handle it internally.

- **Involving external agencies:**

If the incident involves a power imbalance, coercion, or any child under the age of 13, the DSL should contact the police and/or social care.

- **Educating the pupils involved:**

Regardless of the outcome, the pupils should be educated about the risks of sharing nudes, the law, and how to stay safe online.

5. Recording and Monitoring

- **Document the incident:**

All incidents should be recorded securely in line with the school's safeguarding policy, including any actions taken,

the decision-making process, and any contact with external agencies.

- Monitor for further issues:

The DSL and other staff should continue to monitor the young people involved for any signs of emotional distress or ongoing issues.

6. Support for the Young Person

- Offer emotional support:

Provide the young person with access to counseling or other emotional support services if needed.

- Follow up:

Ensure follow-up support and check-ins with the young person, making sure they know where to get help if they need it.

7. Involving Parents/Carers

- Inform parents/carers:

Parents or carers should be informed unless there is a specific reason not to (e.g., where doing so would put the young person at risk).

- Support parents in understanding the situation:

Help parents understand the seriousness of the incident and guide them in supporting their child.

8. Education and Prevention

- Teach about online safety:

Incorporate lessons on the risks of sharing images online, the legal implications, and how to report and get help if needed.

- Promote a positive school culture:

Create a supportive and safe school environment where students feel able to discuss issues related to online safety and personal privacy.

9. Legal Considerations:

- Sharing nude or semi-nude images of anyone under the age of 18 is illegal under UK law, but the guidance emphasizes an approach based on safeguarding rather than criminalizing young people.

This framework is designed to ensure that incidents involving the sharing of nude or semi-nude images are handled with sensitivity and a focus on safeguarding, while providing the necessary education and support to those involved.

See *KCSIE (2024)*, page 55

Children who are lesbian, gay, bisexual, or gender questioning

205. A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

206. However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

207. It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

208. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

209. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Section L- Contextual safeguarding

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

Section M- Professional development and Training

The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns.

We will ensure staff are given mandatory safeguarding training at point of induction, which includes familiarisation with child safeguarding policy, Part 1 of Keeping Children Safe in Education, staff behaviour policy, the designated leads in the school, their responsibilities and procedures to be followed.

Part 2, pages 23-24 of the same guidance titled 'The Management of Safeguarding', specifies "Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection training at induction". The training, including multi-agency training, in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

- o Introduction to Safeguarding training – all staff***
- o Prevent safeguarding INSET***
- o FGM – safeguarding INSET***
- o Domestic Violence – Equation twilight***
- o Honour based violence – safeguarding staff meeting***
- o Child sexual exploitation – safeguarding staff meeting***
- o Sexual abuse – safeguarding staff meeting***
- o DSL attend termly network meetings***
- o DSL update training***

A report of the school's training needs assessment is presented to the governors so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school. A training register is kept

indicating when staff and governors have been trained and this in turn informs the *annual* report to governors.

Safer recruitment training has been attended by: **Naomi Fearon and Roshelle McFarlane**

Timelines for training:

- Designated Safeguarding Lead training: refreshed **every two years** (statutory requirement) or equivalent annual update training
- Introduction to Safeguarding and Child Protection training: To be refreshed **every three years** as agreed with Nottingham City Safeguarding Partners. The above training is available through the Safeguarding in Education Service [Safeguarding Training - Nottingham City Council](#)
- Whole School Refresher Training at least annually with regular in-school updates
- Safer recruitment training: Through the on-line NSPCC or High-Speed Training

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

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children Safe in Education 2024.

Section N- Identification for visitors to school

Nottingham City Schools Agreed Visiting Professionals Guidance

- Any professional wishing to undertake work in school with children must be expected and make a formal appointment
- The named professional must be the person who undertakes the intervention
- Professionals must show their organisation ID on arrival
- School, on production of the organisation ID must accept that all organisation safeguarding procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy

Schools should not deny access to professionals if they do not have a copy of their DBS certificate with them or if their clearance period is longer than that expected for school. Schools are not permitted to request copies of any personal information.

Nottingham City Local Authority provide correspondence that can be regarded as the written notification required by the school to confirm that all Nottingham City Council employees have been subject to the safer working checks in accordance with the relevant statutory guidance. Nottingham City Council will send a DBS verification letter to all settings once a year informing of the expected process, a copy of this letter can be found at [General Resources - Nottingham City Council](#)

Section O- Further guidance

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

- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email: - EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

- Threshold of Need
[final-version-6-06-06-2023-nottingham-city-threshold-of-needs.pdf \(nottinghamcity.gov.uk\)](#)

- Behaviour and Discipline
[Behaviour in schools' guidance \(publishing.service.gov.uk\)](#)

- Attendance
[Working together to improve school attendance \(publishing.service.gov.uk\)](#)

- Exclusions
[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

- Bullying
[Preventing bullying - GOV.UK \(www.gov.uk\)](#)

- Nottingham City Safeguarding Partners Interagency Procedures and Practice Guidance
[Inter-agency Procedures and Practice Guidance - Nottingham City Council](#)

- DBS guidance
www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 (Updated September 2024)
[DBS checks: detailed guidance - GOV.UK \(www.gov.uk\)](#)