



Whole School Policy for Child Protection to Safeguard and Promote the Welfare of Children

September 2022/2023

Office Use

Legislation/Guidance		External Checking	
Complies with Keeping Children Safe in Education (2022), Working together to Safeguard Children (updated Dec 2020) and Guidance on Children Missing Education 2018 Education Act 2002, Children Act 1989 (and 2004 amendment) The Teacher Standards 2012			
Teaching Unions	Consultation Completed	Public Sector Unions	

Published:	Review:	Last Reviewed:	Statutory:	Committee:	SLT Lead:
Sept 2022	Sept 2022	September 2022	Yes	Quality of Education	PAC
Legislation checked:			Legal Advice:		

Published: September 2022

Review Date: September 2023



INTRODUCTION

Policy statement and principles

The Elizabethan Academy takes its responsibilities for safeguarding children seriously and is fully committed to keeping children safe and protecting them from harm. We have appropriate policies and robust procedures in place which reflect and detail our safeguarding arrangements and how actions are taken in a timely manner to safeguard and promote our student's welfare, safety and health by fostering an honest, open, caring and supportive climate. All staff are aware of their statutory responsibilities with respect to safeguarding and are trained in recognising and reporting safeguarding issues. Our academy values of being respectful, being responsible and showing resilience underpin all aspects of our practice.

The academy's designated safeguarding team is listed below and there is clear reference to safeguarding responsibilities in their job descriptions. To fulfil our statutory responsibility for safeguarding children there are clear links to other academy policies specifically Staff Behaviour Policy (code of conduct), Safer Recruitment policy, Allegations against Staff, Complaints, Student Behaviour, Children Missing Education and On-line Safety.

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

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Date of last review: September 2022

Date of next review: September 2023

Role	Name	Contact Details
Principal	Mrs Christine Horrocks	01777 713700 ext 602
Senior Designated Safeguarding Lead / Vice Principal	Miss Alison Clark	01777 713700 ext. 612
Designated Governor for Child Protection/Safeguarding	Dr Derek Cheetham	The Elizabethan Academy
Deputy Designated Safeguarding Leads	Mrs Sally Wheatley Mr Francesco Ciardulli Ms D Ager (DT CLA)	01777 713700 ext.630 01777 713700 ext.693 01777 713700 ext.614
Designated Safeguarding Officers	Mrs Nikki Mason Mrs Sian Glaister Mrs A Foulds Miss T Lilley Mrs Christine Horrocks Mr Lee Dainty Ms S Withall	01777 713700 ext.610 01777 713700 ext. 608 01777 713700 ext.621 01777 713700 ext.630 01777 713700 ext.602 01777 713700 ext.658 01777 713700 ext 649
Senior Leader(s) available for contact in the absence of the DSLs	Mrs Christine Horrocks Mr Lee Dainty Ms S Withall	01777 713700 ext 602 01777 713700 ext.658 01777 713700 ext 649
Designated Safeguarding Lead for Post 16	Mr Lee Dainty	01777 713700 ext.658
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
MASH Consultation Line	Office hours	0115 977 4247
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC Helpline Channel Helpline		0808 800 5000 020 7340 7264

THE ELIZABETHAN ACADEMY COMMITMENT

Our policy applies to **all** staff, governors and volunteers working in the academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership (NSCP). The NSCP is an independent board which has the responsibility for coordinating the work of agencies within Nottinghamshire to safeguard and promote the welfare of children and for ensuring the effectiveness of that work.

We recognise that the welfare of the child is paramount as set out in The Children Act 1989. We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this academy safeguarding and child protection policy.

These duties and responsibilities are set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2022 and HM Working Together to Safeguard Children 2018 (updated December 2020) which are incorporated into this policy.

Child Protection and Safeguarding Statement

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

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

Maintaining a child centred and coordinated approach to safeguarding

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

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

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

- Taking action to enable all children to have the best outcomes, ensuring children are able to thrive and take the maximum benefit from their education or learning experiences.

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

Whole academy approach to safeguarding:

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

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

- Pupils’ health and safety and emotional well-being, including their mental and physical health or development
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid.
- Educational visits and off-site education
- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSIE 2022 Annex A

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised also known as extra-familial abuse
- Bullying, including online bullying (by text message, on social networking sites) and prejudice based bullying
- Going frequently missing/ going missing from care or home.

- Domestic Abuse including teenage relationship abuse
- Racist, disability-based and homophobic, bi-phobic or transphobic abuse
- Gender based violence/violence against women and girls
- Risk of extremist behaviour and/or radicalisation
- Child sexual exploitation, human trafficking, modern slavery or sexual or criminal exploitation
- A young carer
- Has a mental health need
- Has special educational needs (whether or not they have a statutory Education health and Care Plan)
- Privately fostered
- Has returned home to their family from care
- Has a family member in prison or is affected by parental offending
- Child-on-Child Abuse (broadened by KCSiE 2022 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2022 Part Five)
- Harm outside the home extra familial harm
- The impact of new technologies, including 'sexting' and accessing pornography
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm
- Is at risk of or from serious violence and violent crime
- Persistent absence from education, including persistent absence for part of the school day.
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage
- 'Upskirting' – The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2022 and Annex A)
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. In some cases mental health issues may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health concerns are also safeguarding concerns and these will be communicated to the designated safeguarding team

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

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel

able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

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

As an academy we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding team.

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

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

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

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2022.

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

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required

different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

Identifying Concerns

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

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

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities

may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school policy and procedures for dealing with it.

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

Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Our staff remain vigilant to any changes, however small, they notice in their pupils including difficulty concentrating and not doing as well in school, becoming withdrawn, mood or behaviour changes, tiredness, mental health needs, self-harming and risk-taking behaviour. If they see something, they say something.

Our ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within The Elizabethan Academy will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our academy therefore, led by senior members of staff/governors, aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to taken in conjunction with a member of the Designated Safeguarding Team. Although any staff can make a referral to children's social care and MASH, especially where a child is identified as being in immediate danger, we advocate contact with a member of the Safeguarding Team first and without delay.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, MASH Consultation Line or social care to seek support for the child if despite the discussion with the DSL, their concerns

remain. Staff are also informed of the academy's whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline

Our academy works extensively with other agencies to support vulnerable children and especially maintains regular contact with social care and social workers as necessary. This work is undertaken via regular meetings in schools, taking part in partnership forums and events and accessing multi-agency networks. We regularly host professionals' meetings for individual children and families in school to support better access and involvement for children and enable parents/carers to have increased involvement.

If we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and are satisfied that the provider can meet the needs of the pupil. We obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff

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

We communicate regularly with our alternate providers to ensure the provision continues to meet the needs of our students and students meet the expectations of the placement through daily/weekly updates and half termly reviews

The senior designated safeguarding lead or Principal who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

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

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

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

The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they

have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

OUR CHILD PROTECTION POLICY

Our students' welfare is of paramount importance.

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of the Elizabethan Academy
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'
- Ensuring we have appropriate policies and procedures to deal with child on child sexual violence and sexual harassment, added as an appendix to this policy

We recognise that because of the day to day contact with children, academy staff are well placed to observe the outward signs of abuse. The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard
- Ensure children know that there are trusted adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the PSHE and RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
 - recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced sexting
 - supporting the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
 - recognising how pressure from others can affect their behaviour.
 - knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents

- ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying
- maintaining an on-line safety policy, which includes remote learning, and use of mobile and smart technology and is reviewed regularly to consider any new threats
- addressing any 'harm outside the home' also known as 'extra familial harm'. Our academy is a place of protection where children and young people can share concerns and seek support and is a place of safety where children and young people can form safe and trusted relationships. Our safeguarding culture and sharing good communication with safeguarding partners and services, allows children and young people to feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience
- working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed

We intend to embed and teach safeguarding as part of our broad and balanced curriculum and every teacher in their subject will take every opportunity to refer to and reinforce the main safeguarding areas.

- We will take all reasonable measures to ensure risks of harm to children's welfare are minimised, inside and outside of the school environment
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school
- Promote student health and safety
- Promote safe practice and challenge unsafe practice
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security
- Address drugs and substance misuse issues
- Support and plan for young people in custody and their resettlement back into the community
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation
- Make clear the duty of **everyone** to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2022 to:

- Ensure we have a Snr Designated Safeguarding Lead (DSL) who is a member of the school leadership team and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role

- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSIE 2022 Annex C)
- Ensure we have a nominated governor responsible for child protection/safeguarding
- Ensure that we have a Designated Teacher for Looked After Children (CLA)
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead and their deputies as well as the Designated Safeguarding Officers responsible for child protection and their roles
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the to the Designated Safeguarding Team or to children's social care/police if a child is in immediate danger
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep electronic/written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; confidential paper files are kept separate from the main pupil file, and in a locked cabinet in an office (not a classroom); our primary method of recording is via MyConcern, an electronic management and recording system
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a

professional curiosity and speaking to the designated team if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum
- Maintaining a school ethos which promotes a positive, supportive and secure environment and which gives pupils a sense of being valued
- The school behaviour policy, including the anti-bullying policy and child on child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school
- Our school will proactively ensure that all students know that some behaviours are unacceptable and will need to be addressed but as members of our school, they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents by our skilled pastoral support, learning support and wider designated safeguarding team. Incidents will be dealt with in line with our Behaviour Policy, support and education will be implemented, commensurate with the unacceptable behaviours, by staff in school or external agencies and may include time in our inclusion or isolation bases
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings, and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by the learning support and pastoral teams
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.
- The staff member will inform a member of the designated team immediately, and actions taken in accordance with the school child on child/ sexual violence and sexual harassment between children in school policy.

Safe Staff and Supporting Staff

- The leadership and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSIE 2022 Part Three and advised by NCC HR policy and practice guidance
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC and our HR officer

- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise we will seek advice and act in accordance with national guidance
- The academy has in place recruitment, selection and vetting procedures in accordance with KCSIE 2022 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSIE 2022 paras 267 to 277
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our Code of Conduct. This includes contact between staff and students outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2022 in line with KCSiE Part Four Section two. Staff can access a copy of this on Teams
- Newly appointed staff, supply staff and volunteers will be informed of our arrangements for safer working practices by our HR before beginning working and contact with pupils
- In the event of any complaint or allegation against a member of staff, the Principal (or the designated safeguarding lead) if the Principal is not present, will be notified immediately. If it relates to the Principal, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer LADO/Allegation Officer and HR colleagues
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting, and may need support which will be provided by the academy and our Human Resources Team.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team
- All new employees will be appropriately inducted to their role by our HR officer and other members of the senior leadership team via a specific induction day/identified induction programme. All supply staff and volunteers receive safeguarding training and induction before they work with children. We endeavour to use the same supply teachers if we need cover over and above our own cover teachers. Visitors and volunteers are always accompanied by a member of the academy staff, unless they have cleared the statutory checks and measures
- We will ensure receipt of written confirmation from any alternate provision provider we use that appropriate safeguarding checks have been carried out on individuals working at the establishments and along with work experience placement providers, have policies and procedures in place to protect children. We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity. We recognise that the academy continues to be responsible for the safeguarding of our students in these situations

Links to other Academy policies and documents

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

- Accessibility Plan
- Anti-Bullying Policy (to be revised for 2022-2023 in line with LA guidance)
- Attendance Policy
- Behaviour Policy including behaviour principles written statement

- Central Record of Recruitment and Vetting Checks
- Complaints Procedure Policy
- Drugs Policy
- E Safety Policy
- Educational Visits Policy
- Freedom of Information
- Female Genital Mutilation (FGM) Guidance
- Health and Safety Disability Equality Action Plan
- Home-School Agreement
- Mental and Physical Health Guidance
- Knife Crime Guidance 2021 (cross authority)
- Child on Child Abuse- Sexual violence and sexual harassment between children in schools and colleges and response to 'upskirting'
- Professional Code Of Conduct
- Physical intervention/positive handling
- Radicalisation – Prevent Duty ... Prevent Action Plan
- Register of Pupil Attendance
- Relationships, Sex and Health Education Policy
- Single Equality Policy
- Special Educational Needs and Disabilities Policy
- Staff Discipline, Conduct and Grievance (procedures for addressing)
- Schools information published on a website
- Visitors and VIP Guidance
- Whistle Blowing Policy
- Guidance for NSPCC helpline and usage (when to call the police guidance from the NSPCC).

All reports of child on child abuse, involving sexual violence and child sexual harassment, will be made on a case-by-case basis with the designated safeguarding lead or deputies taking a lead role, using their professional judgement and supported by other agencies such as social care or the police as required.

All Agencies

- Pathway to Provision Version 9.1 (NCC)
- Escalation policy (NCC)
- Guidance where Children are at risk of Missing Education
- Interagency Safeguarding Children Procedures of the NSCB

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

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

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our academy who comes into contact with children and their families have a role to play in safeguarding

children. All staff, teaching and associate, in our academy consider, at all times, what is in the best interests of children and contribute to keeping children safe.

All staff within our academy are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by reflecting high expectations and being excellent role models, both in school and when out of schools on trips or extended learning opportunities.

All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding team and understand they may be required to support other agencies and professionals in assessments for early help.

Our academy understands the importance of children and social workers meeting during the school day where required and our designated safeguarding team work proactively with social care and safeguarding partners to ensure students subject to child protection, child in need and CLA plans are kept safe and the child's needs are met. Parents/carers have a number of avenues available to them to seek support or advice. They are encouraged to contact Form Tutor, Heads of House, they are welcome in school to meet face-to-face or email safeguarding@elizabethan.notts.sch.uk at any time

Students, parents and carers are signposted to a variety of agencies and resources for support in school and through our student and parent bulletins, information cards for students, website, posters and during meetings throughout the academic year.

Safeguarding Training

All our staff are aware of systems within The Elizabethan Academy and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2022. Our academy utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information

All our staff receive safeguarding and child protection training which is updated every three years. In addition to this training all staff members receive child protection and safeguarding updates when required, but at least annually. All staff and governors complete a suite of safeguarding certificates from The National College and The Key during the autumn term that include Safeguarding and Child Protection: the essentials 2022/23, KCSIE 2022, part one – assessment, Child-on-Child abuse, Preventing radicalisation and Online Safety as a minimum requirement. Staff are kept up to date with local and national changes to safeguarding guidance via Staff Briefing and booster training sessions throughout the year.

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

All our staff know what to do if a child is raising concerns, disclosures of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and

children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

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

To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL or member of the Designated Team should be informed
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations' procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSIE 2022
- Support pupils in line with their child protection plan, child in need plan, CLA care plan
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support students and provide early help.
- Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Our staff engage in learning opportunities and partnership work with outside agencies such as the NSPCC, TETC team, Police Early Interventions Officers, PCSOs, CASY and other counselling services, MHST, Health professionals and school nurse etc

Senior Leadership Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 (updated December 2020) guidance
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure all staff and volunteers are alert to the definitions of abuse and indicators and through access to regular training opportunities and updates
- Ensure staff are alert to the various factors that can increase the need for early help

- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or students with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSIE 2022 Part Four, Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two), Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC)

Teachers (including NQTs) and Headteachers – Professional duty

The Teacher’s Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

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

Designated Safeguarding Lead

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

We also have three Deputy Safeguarding Leads, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Leads and Officers have received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children. We have additional Designated Safeguarding Officers named within this policy. All have completed the required training and are overseen by the Snr Designated Safeguarding Lead to ensure we fulfil our child protection responsibilities to meet the needs of the children/ young people on roll

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

The Snr Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Support staff who make referrals to children's social care and other referral pathways
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred
- The Snr DSL and DSL team meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns
- The Snr DSL remains responsible for oversight of any child who is the subject of safeguarding concerns on placements or alternative education arrangements

Work with others

- Liaise with the principal to inform her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSIE 2022) and the LADO where there are child protection concerns/allegations that relate to a member of staff
- Liaise with the case manager and the LADO /LADO Allegation Officer where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 (updated December 2020) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance
- The principal, designated safeguarding leads and governing body are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training
- The Snr DSL or a member of the designated team attends the NCC Designated Safeguarding Lead Focus Group Meetings which take place half termly at schools/academies around the County. Following these meetings the DSL's feedback information to other staff or help to raise awareness of emerging threats and risks
- The Snr DSL and members of the designated team contribute to developing the curriculum and learning experiences for children and staff through staff meetings, bulletins, staff and office notice boards, briefings and, where possible, arranging additional classroom learning opportunities
- We value the links we have with agencies such as social care, family services, our police liaison officer, the TETC team, NSPCC and more to enable us to best support our students and their families

Undertake training

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

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSIE 2022 Annex A and B)
- Understand the reporting requirements for FGM
- Understand and support children to keep safe when online and when they are learning at home. (KCSIE 2022 Part 2 and Annex D)
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

Raise awareness

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

Child protection file

- The Snr Designated Safeguarding Lead is responsible for ensuring that where children leave the school or college their 'child protection' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- The Snr Designated Safeguarding Lead will consider the appropriateness of sharing information in advance of a child leaving, if this would enable the new provision to have continuing support in place for victims of abuse
- A record or data on the cohort of children open and subject to CP, CiN and CLA concerns is maintained and shared with the governing body annually
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained
- Our academy will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSIE 2022.

Availability

During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements are in place all year round for out of school hours' activities in line with the guidance contained in DfE KCSIE 2022 Part 2 and Annex C

Principal

The Principal of the academy will ensure that:

- The policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are fully implemented, and followed by all staff.
- The academy has an up to date Single Central Register (SCR) which is reviewed regularly and is compliant with statutory guidance
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other safeguarding staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The principal will ensure all staff, including supply teachers and volunteers, have access to and read and understand the requirements placed on them through ... the Whole School Child Protection Policy, the Staff Behaviour/Conduct policy
- The Principal will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSIE 2022
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the Principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSIE 2022. If the allegation is against the Principal, then the Governing Body Chair will manage the allegation – see below

Governing Body

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

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues within the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, updated December 2020) as well as with local NSCP guidance and monitor the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for **appropriate** action to be taken in a **timely** manner to promote a child's welfare

- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2022 from paragraph 114 to 122, 379 to 389, 475 and page 155, the additional clarification about GDPR and withholding information
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for safeguarding and child protection and a designated teacher for looked after children, who is appropriately trained.
- Ensuring that all staff read and fully understand at least Part One of Keeping Children Safe in Education 2022 and Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is **collectively responsible** for the academy's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements, in order to discharge their responsibilities and act as the school's 'critical friend'
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Child Protection/Safeguarding governors will access role specific training to enable them to discharge and comply with their child protection/safeguarding responsibilities including should any allegations be made against the Principal.
- The Governing Body will collectively ensure there is a training a strategy in place for all staff, including the principal, so that child protection training is undertaken with refresher training in line with KCSiE 2022 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated in to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring that there are procedures in place to manage allegations against staff and exercising disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint KCSiE 2022 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns which should be referred to within the school Staff Code of Conduct (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the Principal by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future.
- Be aware of the issues involving the complexities of serious violence and sexual violence and sexually harmful behaviour and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.

- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support
- Be alert to the growing concerns including knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring that appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum
- Giving staff the opportunities to contribute and shape safeguarding arrangements and policy.
- When the school premises are used for non-school activities the Governing body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the principal. This will apply regardless of whether or not children who attend the provision are on the school or college roll (KCSiE 2022 paragraphs 165 to 166).
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensuring at least one person on any appointment panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively on them.

Looked After Children – the role of Designated teacher and the Designated Safeguarding Lead

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

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications

barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to
- addressing individual behaviour concerns and incidents considering the child's SEN and disability
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. A discussion will take place with a member of the designated safeguarding team to agree a course of action.

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

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

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, eg to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising and only using open questions.
- Leading questions should be avoided as much as possible.
- Questioning should not be extensive or repetitive.
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- A full electronic/written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.

- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted direct in an emergency or if a child is in immediate risk of harm, abuse or danger.
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

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

Confidentiality

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

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

The Principal or Snr Designated Safeguarding Lead will disclose personal information about a student to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

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

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) now known as Rapid Reviews (RR's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children. (Working Together to Safeguard Children 2018, updated December 2020).

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

- DfE KCSIE 2022 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
- HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).
- Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.
- Staff and governors have completed GDPR Information Sharing training

Records and Monitoring (KCSIE 2022 paras 68 to 70, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

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

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

Why recording is important

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

Our academy has archived the existing paper 'concern' files or 'child protection confidential' files and we are using the MyConcern electronic recording system. It is an established system, signed off by

the governing body, which is robust, secure and appropriate, and mirrors the following methods of recording and monitoring concerns.

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

The Child Protection (CP), Child in Need (CiN) or Confidential file

(KCSIE 2022 paras 13-14, 47, 53, 68, 76, 81, 94, 98, 101, 137, 170-198 and Annex C)

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

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

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

All 'child protection' or 'confidential' files should contain the following and this is automatically set up in this way on MyConcern:

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

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

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

The confidential file can be active or non-active in terms of monitoring ie a child is no longer CLA, subject to a child protection plan or EHAF and this level of activity is recorded on the chronology with a start and end date. If future concerns then arise it can be re-activated and indicated as such on the on the chronology as new information arises.

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

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

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

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

In accordance with KCSiE 2022 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.
(KCSiE 2022 page 163 and Annex C).

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

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

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every incident or concern for that child will be made, including telephone calls to other professionals. These will also be recorded on the chronology and saved within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

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

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

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision Version 9.1 document, published May 2021 or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

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

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

Educating Young People – opportunities to teach safeguarding

(KCSIE 2022 paras 128 to 134, Annex A and Annex C Online Safety page 134 to 147)

As a school we will teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

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

We will carefully consider mobile phone use and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school, sexually harass, bully, and control others via their mobile and smart

technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

These issues will be taught as part of a wider mandatory RSHE programme. The work that we currently cover includes issues such as:

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours

Helplines and reporting

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

Advice and information for parents

- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.
- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#) which helps young people to handle incidents of sexting.
- The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

The following appendices are a part of this policy:

Appendix 1	NCC LA Flow Chart 2022-2023 'What to do if you are worried a child is being abused, at risk of harm or neglect
Appendix 2	Body Maps Guidance and Body Maps
Appendix 3	Children Missing from Education and School Attendance and Absence
Appendix 4	Photographing and Videoing of Children in School plus Transportation of Children by Parents
Appendix 5	Duty Triage Rota for Safeguarding
Appendix 6	Policy and procedures to manage child on child sexual violence and sexual harassment from September 2022 to 2023

**The Elizabethan Academy Child Protection/ Safeguarding Flow Chart
‘What to do if you are worried a child is being abused, at risk of harm or neglect’**

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

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

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

- Listen to what they say, keep calm, reassure they are right to tell and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services
- **DO NOT DELAY take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL’s absence.**

Discuss concerns with a member of the Designated Safeguarding Team

- The Safeguarding Lead will consider further actions including consultation with Children’s Social Care/ MASH (if a new concern)
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a ‘confidential concerns’ electronic file should be opened, stored in line with the school child protection policy
- At all stages the child’s circumstances should be kept under review and re-refer if appropriate, to ensure the child’s circumstances improve – **the child’s best interests must come first.**

Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/ families personal details to hand and be clear about concern/ allegations

Safeguarding concern resolved/no longer held

Support has been agreed, record decision, any follow up actions

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

If the child is at immediate risk Tel 101 and ask for assistance Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures
www.nottinghamshire.gov.uk/nscb

**Out of hours
Emergency Duty
Team**
(5.00pm - 8.30m)
Tel: 0300 456
4546
**NSPCC Whistle
blowing Tel:**
0800 028 0285
Police Tel: 101

Unmet needs identified

Decide what actions are needed to support the child

**Consult with child/young
person, family and relevant
agencies: Agree support, refer
to NSCP guidance ‘Pathway to
Provision’ Version 9.1**

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) Tel: 0115 8041272. LADO Strategic Lead Tel: 0115 9773921. Cheryl Stollery – LA Safeguarding Children in Education Officer Tel: 0115 8041047

This flow chart is intended as a brief guide. Please refer to our Whole School Policy for Child Protection to Safeguard and Promote the Welfare of Children

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

These are available on MyConcern to complete

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

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

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

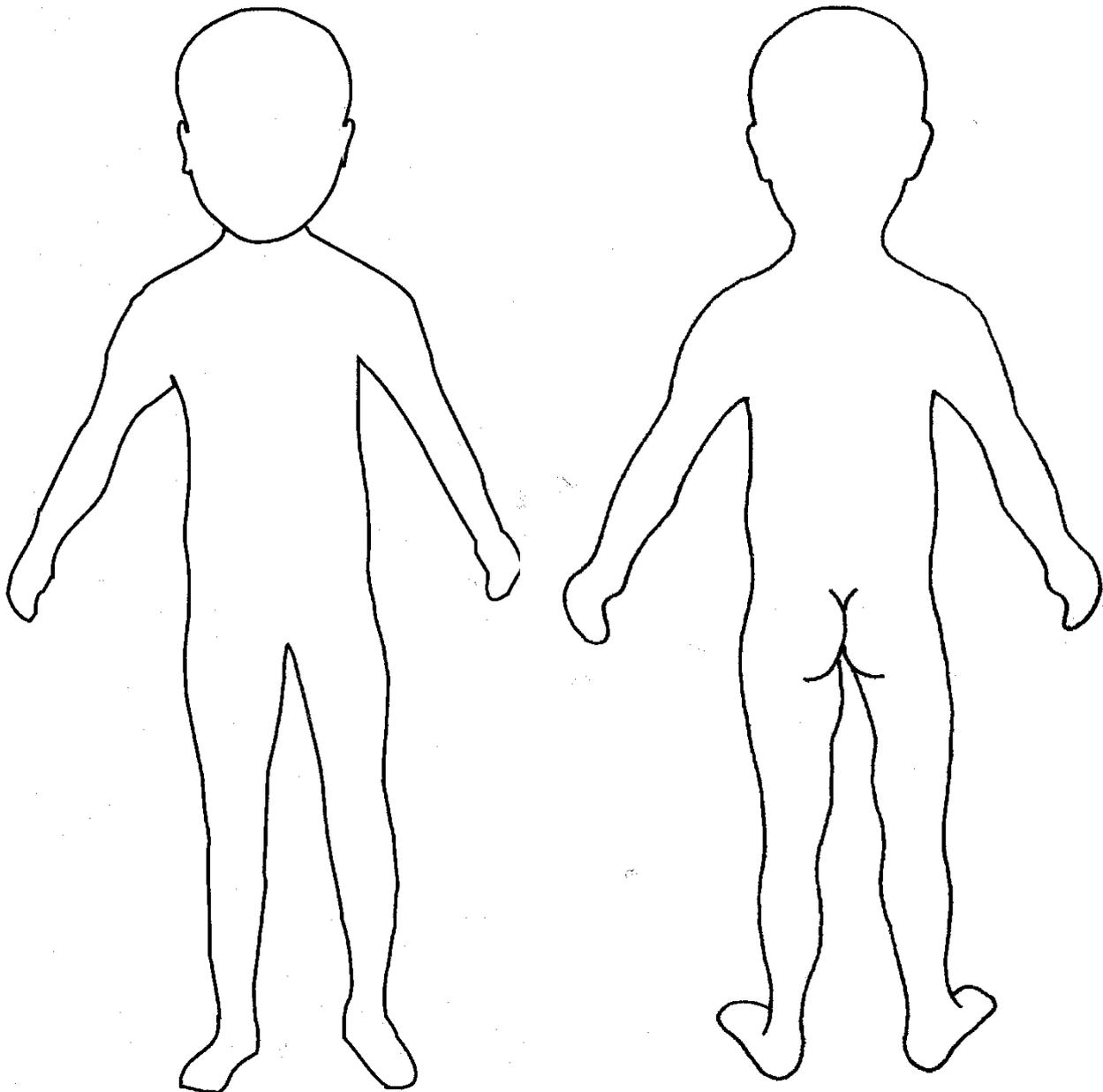
BODYMAP

(This must be completed at time of observation)

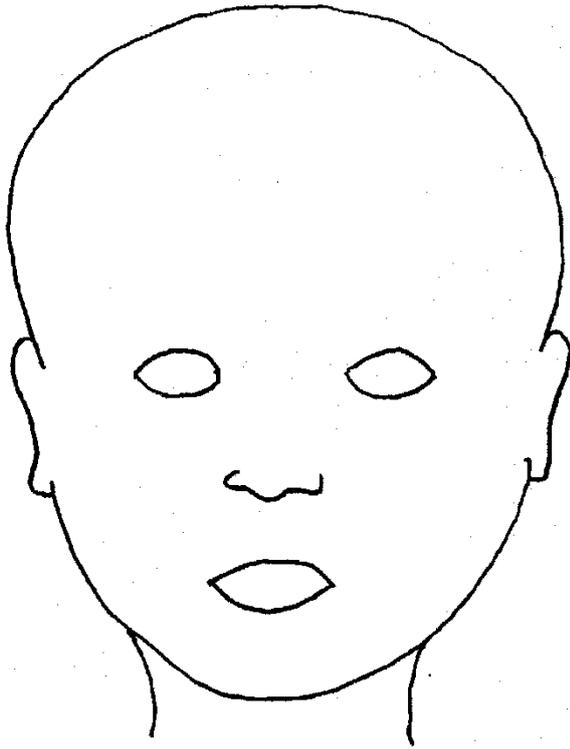
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

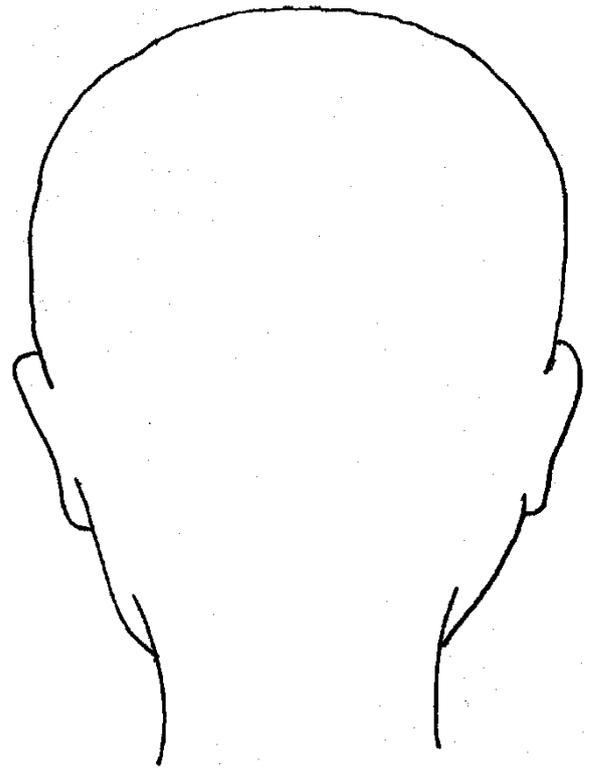
Date and time of observation: _____



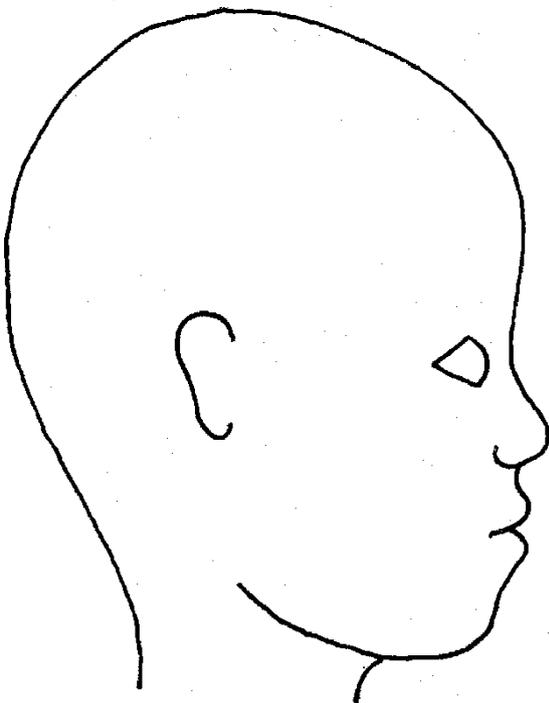
Name of Child: _____ Date of observation: _____



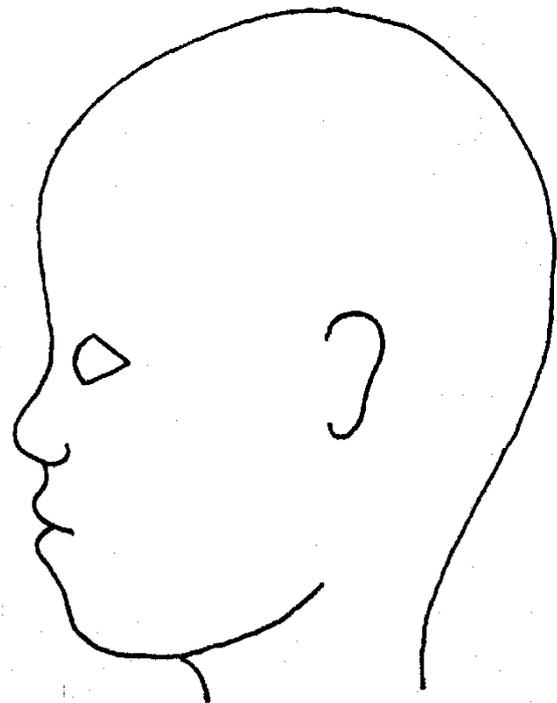
FRONT



BACK



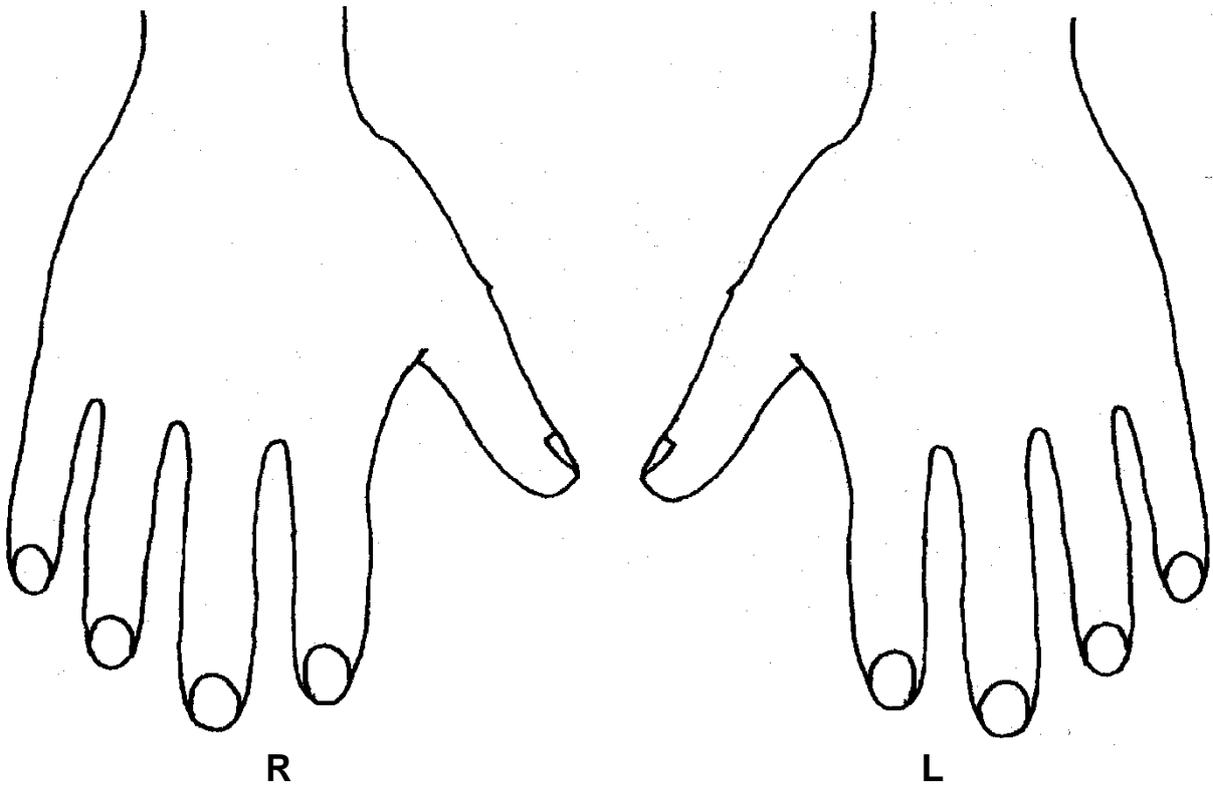
RIGHT



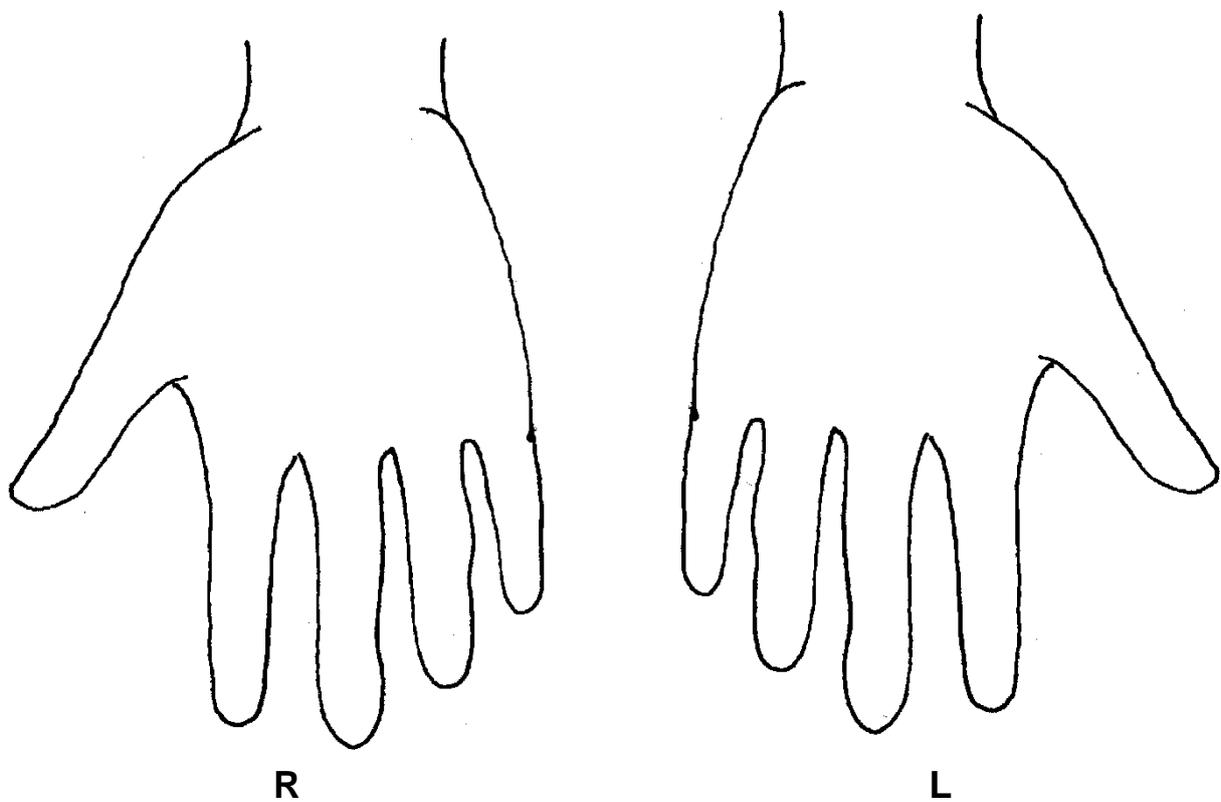
LEFT

Name of Child: _____

Date of observation: _____

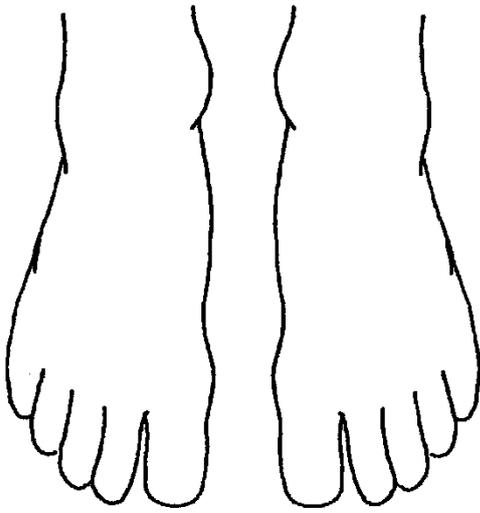


BACK

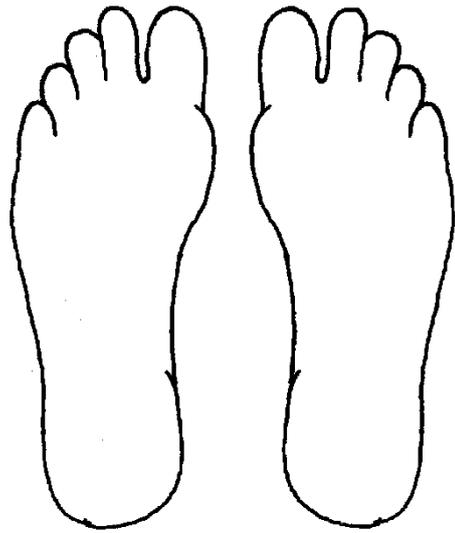


PALM

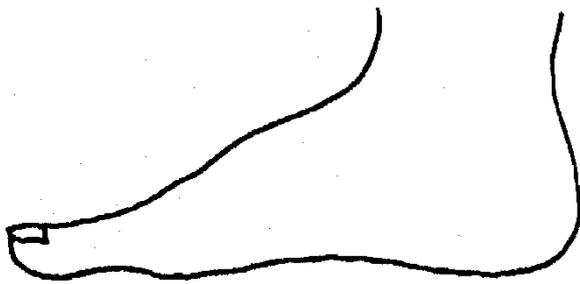
Name of Child: _____ Date of observation: _____



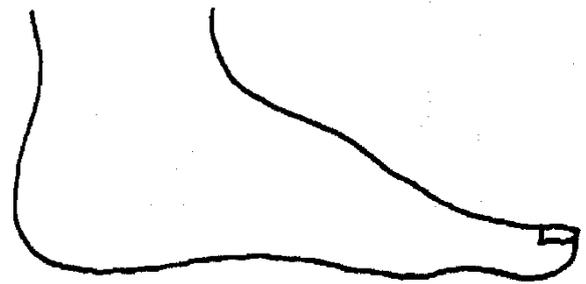
R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name and
Signature of worker: _____

Date: _____

Time: _____

Role of Worker _____

Other information: _____

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing NCC local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow NCC local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team MASH, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Missing Children Protocol:

<http://www.nottinghamshire.gov.uk/media/131200/school-attendance-flowchart-january-2018.pdf>

School Attendance and Absence:

We have an admission register and an attendance register which supports the academy in taking swift action to safeguarding children who may be at risk of missing education. Our staff are required to complete the attendance register within the first 10 minutes of every lesson. A text message /

email is sent to parents/carers following the morning and afternoon register if the academy is unaware of reasons for absence.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register where the student:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the elective home education team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school.
- We will hold more than one emergency contact number for each student to enable us to make contact with a 'responsible adult' should a child be missing from education or a welfare or safeguarding issue or concern is identified

Where a pupil who fails to attend regularly, or has been absent without the school's permission for a **continuous** period of 10 days or more, we will follow Nottinghamshire County Council's Attendance Flow chart.

We will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within school, the Designated Safeguarding Lead will be informed.

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis. Any queries will be directed to: Children Missing Officer Glen Scruby glen.scruby@nottscc.gov.uk / 0115 8041045

Photographing and Videoing of Children in School

At The Elizabethan Academy we have taken a sensible and balanced approach to photographing and videoing children on the academy site.

Taking pictures and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the school's requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Transportation of Children by Parents

The academy recognises that at times parents/carers transport their own and other children to/from school visits or out of school activities etc. Where this occurs there are essentially two ways that this can be undertaken:

1. Where parents/carers transport their own children, or agree with others to co-operate in transporting children to and from venues as a **private arrangement**, the health and safety of young people is the responsibility of the parents/carers concerned.
2. Where parents/carers (or others) offer transport assistance which has been **requested or facilitated** by our academy then they are in effect operating as volunteer employees and the responsibility for safety lies with our academy.

In these circumstances the parent/carer (or others) would be considered as a volunteer and this will require The Elizabethan Academy to undertake the necessary checks as for any other volunteer in regulated activity. eg obtaining an enhanced DBS certificate (which should include barred list information). The same policy as for school staff transporting children will therefore apply.

DUTY TRIAGE ROTA FOR SAFEGUARDING:

The following staff are on duty and can be contacted for safeguarding on the relevant extensions or via the main office. They will triage and review the information recorded on MyConcern on their duty day and quality assure the actions

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Mr Ciardulli	Mrs Wheatley	Mr Ciardulli am Mrs Wheatley pm	Ms Ager	Miss Clark



Whole School Policy for Child on Child Sexual Harassment and Sexual Violence

September 2022 - 2023

Office Use

Legislation/Guidance		External Checking	
Complies with Keeping Children Safe in Education (2022), Working together to Safeguard Children (updated Dec 2020) Sexual Violence and Sexual Harassment (September 2021) and Nottinghamshire Safeguarding Children Partnership Policy, Practice and Guidance as of August 2022.			
Education Act 2002, Children Act 1989 (and 2004 amendment)			
Teaching Unions	Consultation Completed	Public Sector Unions	

Published:	Review:	Last Reviewed:	Statutory:	Committee:	SLT Lead:
Sept 2022	Sept 2023	Sept 2022	Yes	Q of E	PAC
Legislation checked:			Legal Advice:		
Based on NCC Policy Template					

Published: September 2022

Review Date: September 2023

Introduction

The Elizabethan Academy recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. There is a **zero-tolerance** approach to child-on-child sexual violence and sexual harassment, it is never acceptable, and it will not be tolerated. It will **never** be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child sexual violence and sexual harassment within our school and beyond.

In cases where child on child sexual violence and sexual harassment is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that child on child sexual violence and sexual harassment can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Up skirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used by for bullying and other abusive behaviour

We also recognise that these behaviours can occur online as well as face to face.

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy including anti- bullying policy, child protection policy and online safety policy.

This policy concentrates on child on child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on child on child abuse as set out in Keeping Children Safe in Education (September 2022) and should be read in conjunction with the Nottinghamshire Safeguarding Children Partnership’s (NSCP) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Aims

The policy will:-

- Set out our strategies for preventing, identifying and managing child on child sexual violence and sexual harassment
- Take a contextual approach to safeguarding all children and young people involved. Acknowledging that children who have allegedly abused other children or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by a child, parents or adults in the community

- Recognise that this behaviour can occur online as well as face to face and both are part of our safeguarding duty of care

Understanding child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children.

The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing.

Sexual harassment and sexual violence may also occur online and offline.

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB).

We are adopting the NSPCC definition of HSB as:-

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours. (Appendix 1 and the Brook's Traffic Light Tool Appendix 2)

Vulnerable groups

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities). Children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

Whilst research tells us girls are more frequently identified as being abused by other children and, girls are more likely to experience unwanted sexual touching in schools, this is not confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child on child sexual violence and sexual harassment, but they do so in gendered ways.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Responding to alleged incidents and reports of sexual violence and sexual harassment

All reports of child on child sexual violence and sexual harassment will be made on a case-by-case basis with the designated safeguarding lead or deputies taking a lead role, using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

- The academy will take all reports seriously and will reassure the victim that they will be supported and kept safe
- All staff will be trained to manage a report
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated lead or social care), staff will however only share the report with those people who are necessary to progress it
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later
- Where the report includes an online element, the academy will follow advice on searching screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present
- The DSL will be informed as soon as possible.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs' assessment should consider: -

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the academy, especially any actions that are appropriate to protect them

Risk assessments will be recorded electronically on MyConcern and be kept under review.

The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved

- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

Follow up Actions

Children sharing a classroom:

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police

- The perpetrator will be removed from any classes they share with the victim
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, via our behaviour and bullying policies and by providing pastoral support

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by a member of the designated team on MyConcern

2. In line with 1 above, we may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence
3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols (Pathway to Provision V9.1 May 2021)

Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made through the MASH as above. The designated safeguarding lead (and their deputies and officers) will follow local process for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the academy will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the academy will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the perpetrator remains in the academy we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the academy.

We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual Assault

Support for victims of sexual assault is available from a variety of agencies (see Appendix 3).

We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

If they are moved we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the academy, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on academy premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All of the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements will be kept under review.

Physical Abuse

While a clear focus of child on child abuse is around sexual violence and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Online Behaviour

Many forms of child on child sexual violence and sexual harassment have an element of online behaviour including behaviours such as cyberbullying and sexting.

Policies and procedures concerning this type of behaviour can be found in the behaviour policy, anti-bullying policy, online safety policy and child protection policy

Prevention

The Elizabethan Academy actively seeks to raise awareness of and prevent all forms of child on child sexual violence and sexual harassment by:

- Educating all Governors, Senior Leadership Team, staff and volunteers, students and parents about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child on child sexual violence and sexual harassment, and how to prevent, identify and respond to it. This includes:
 - a) Contextual Safeguarding
 - b) The identification and classification of specific behaviours and
 - c) The importance of taking seriously all forms of child on child sexual violence and sexual harassment (no matter how low level they may appear) and ensuring that no form of child on child sexual violence and sexual harassment is ever dismissed as horseplay or teasing
- Educating children about the nature and prevalence of child on child sexual violence and sexual harassment via PSHCE and the wider curriculum
- Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse

- They are regularly informed about the academy's approach to such issues, including its zero-tolerance policy towards all forms of child on child sexual violence and sexual harassment.
- Engaging parents on this issue by
 - a) Talking about it with parents, both in groups and one to one
 - b) Asking parents what they perceive to be the risks facing their child and how they would like to see the academy address those risks
 - c) Involving parents in the review of school policies and lesson plans and
 - d) Encouraging parents to hold the academy to account on this issue
- Ensuring that all child on child sexual violence and sexual harassment issues are fed back to the academy's safeguarding team so that they can spot and address any concerning trends and identify students who maybe in need of additional support
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom)
- Working with Governors, Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the academy community
- Creating conditions in which our students can aspire to and realise safe and healthy relationships
- Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to
- Responding to cases of child on child sexual violence and sexual harassment promptly and appropriately.

Multi-agency working

The academy actively engages with its local partners in relation to child on child sexual violence and sexual harassment, and works closely with, Nottinghamshire Safeguarding Children Partnership NSCP, Nottinghamshire MASH, children's social care, and/or other relevant agencies, and other schools.

The relationships the academy has built with these partners are essential to ensuring that we are able to prevent, identify early and appropriately handle cases of child on child sexual violence and sexual harassment. They help us

- To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist
- To ensure that our students are able to access the range of services and support they need quickly
- To support and help inform our local community's response to child on child sexual violence and sexual harassment
- To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our students

The School actively refers concerns/allegations of child on child sexual violence and sexual harassment where necessary to Nottinghamshire MASH (or equivalent), children's social care, and/or other relevant agencies.

Children resident out of county but attending a Nottinghamshire school /academy will be reported to their home MASH or equivalent Social Care

In cases involving children who are subject to risk, harm and abuse and who have CLA status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

Appendix 1

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour 	<ul style="list-style-type: none"> • Problematic and concerning behaviours 	<ul style="list-style-type: none"> • Victimising intent or outcome 	<ul style="list-style-type: none"> • Physically violent sexual abuse
Socially acceptable	<ul style="list-style-type: none"> • Socially acceptable behaviour within peer group 	<ul style="list-style-type: none"> • Developmentally unusual and socially unexpected 	<ul style="list-style-type: none"> • Includes misuse of power 	<ul style="list-style-type: none"> • Highly intrusive
Consensual, mutual, reciprocal	<ul style="list-style-type: none"> • Context for behaviour may be inappropriate 	<ul style="list-style-type: none"> • No overt elements of victimisation 	<ul style="list-style-type: none"> • Coercion and force to ensure victim compliance 	<ul style="list-style-type: none"> • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	<ul style="list-style-type: none"> • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Sadism

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf>

Appendix 2

Brook Sexual Behaviours Traffic Light Tool

The DSL and 3 Deputy DSLs have completed the training to use the Sexual Behaviours Traffic Light Tool, a guide to identify and respond to sexual behaviours, considering the developmental age and ability level of the young person and others involved as well as the location, frequency and nature of the behaviour.

For each age group 0-4 years, 5-7 years, 8-12 years, 13-15 years and 16-18 years there are charts categorising specific behaviours into green, orange and red with suggested outcomes

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>

Appendix 3

Support for Young People: Local and National

- Nottinghamshire Children and Young People's Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChiSVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.

www.imara.org.uk/about-us/chisva-service

- Child and adolescent mental health services (CAMHS)
www.nottinghamshirehealthcare.nhs.uk/cahms
- Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence.
www.nottssvss.org.uk
- Internet Watch Foundation (to potentially remove illegal images)
www.iwf.org.uk

Appendix 4

Useful Publications and Websites

Government Publications

Sexual harassment and sexual violence in schools

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Keeping Children Safe in Education

www.gov.uk/government/publications/keeping-children-safe-in-education

Preventing youth violence and gang involvement

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Preventing and tackling bullying in schools

www.gov.uk/government/publications/preventing-and-tackling-bullying

Ofsted – Review of sexual abuse in schools and colleges June 2021

www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges

Other useful documents

Sexting

Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020

www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Child on child sexual violence and sexual harassment

Farrer&Co - child on child sexual violence and sexual harassment toolkit, guidance on child on child abuse policy and template child on child abuse policy

www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%202014.pdf

Anti-bullying alliance

There are some useful links on the section on sexual bullying:-

Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional

https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20FINAL_0_0.pdf

Preventing abuse among children and young people-guidance from Stop it Now

What is Age appropriate?

<http://www.stopitnow.org/ohc-content/what-is-age-appropriate>

NSPCC-Harmful sexual behaviour

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

NCB Harmful sexual behaviour

<https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmful-sexual-behaviour>

NSPCC –Is this sexual abuse?

<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-peer-sexual-abuse.pdf>

NSPCC –Is this sexual abuse?

<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-peer-sexual-abuse.pdf>

Online sexual harassment

Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe
Understanding, Preventing, Responding

<https://www.childnet.com/our-projects/project-deshame>

Sexism

It's Just Everywhere- a study on sexism in schools –and how we tackle it

<https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

DATE OF REVIEW:	September 2022
SIGNED ON BEHALF OF SENIOR LEADERSHIP TEAM:	Alison Clark
DATE:	15.9.2022
GOVERNING COMMITTEE:	Quality of Education
SIGNED ON BEHALF OF GOVERNING BODY:	Derek Cheetham
DATE:	15.9.2022
DATE OF NEXT REVIEW:	September 2023

