



Policy and Procedures on Safeguarding / Child Protection

**This policy is reviewed annually by the Governing
This policy will be ratified at the autumn term governors and committee meetings**

Chair of Governors: Abigail Moseley

Signature:

Date:

Headteacher: Lyndsey Barnett

Signature:

Date:

Designated Safeguarding Lead: Lyndsey Barnett

Signature:

Date:

Deputy Designated Safeguarding Leads:

Sarah Brooking, Jo Newman, Lauren Jacques, Cheryl Schulz

Signatures:

Date:

CONTENTS

Page

Named Staff & Initial Contacts	3
Introduction	4
Safeguarding Commitment	6
Roles and Responsibilities	7
- General	7
- Governing Body	9
- Headteacher	9
- Designated Safeguarding Lead	9
Records, Monitoring and Transfer	10
Support for Pupils	11
Disclosure	12
LAC and Previously LAC	12
Children Missing from Education	12
Peer-on-Peer Abuse	13
Private Fostering	14
Children with SEN and Disabilities	14
Support for Staff	15
Working with Parents/Carers	15
Other Relevant Policies	15
Recruitment and Selection of Staff	16
Information Sharing	16
Staff/Pupil Relationships	17
Additional Safeguarding Awareness for Staff	17
Useful links – Local and National	17
Appendix 1 – Definitions of abuse	20
Appendix 2 – Other Areas Related to Abuse	22
Appendix 3 – Procedures to follow for Referrals	35
Flowchart	38
Appendix 4 - Procedure for allegations against staff and volunteers	39
Appendix 5 – School Policy: Use of Cameras, Mobile Phones & Other Handheld Devices	41
Appendix 6 – Dog Bites	42
Appendix 7 - Childcare Disqualification Disclosures	43
Appendix 8 – Staff Training Record	45

Named Staff and Initial Contacts

Designated Safeguarding Lead: Lyndsey Barnett, Executive Head Teacher

Deputy Designated Safeguarding Leads: Jo Newman, Sarah Brooking, Lauren Jacques, Cheryl Schulz

Nominated Safeguarding Governors: Laura O’Gorman

Safeguarding, advice and training contacts:

Early Help Advice and Assessment

Early help means “providing support as soon as the problem emerges, at any point in the child’s life from the foundation years through to the teenage years” (Working Together - 2018). As soon as problems start to emerge staff will identify support for those children and families. This may be school based support or may involve intervention from other agencies.

In Northamptonshire, early help services are defined as operating across Levels 2 and 3 of the Triangle of Need (see “Northamptonshire Thresholds and Pathways” for more details). Due to be updated Jan 19

Early help, advice and guidance concerning child welfare can be obtained from the Early Help Co-ordinators based at the MASH: **0300 126 1000, Option 1.**

www.northamptonshire.gov.uk/earlyhelp

Safeguarding Referrals to the Multi-Agency Safeguarding Hub

The Multi-Agency Safeguarding Hub (MASH) also deals with referrals from professionals and members of the public who may have concerns about a child’s welfare. The MASH makes the process of dealing with referrals quicker and more effective by improving the way the County Council: Children’s Social Care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and Education, work alongside other partner agency colleagues including Northamptonshire Police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 1000** followed up by completion of the online referral form if requested by MASH;
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk;
- In an emergency outside office hours, by contacting the Emergency Duty Team on: 01604 626 938 or the Police on: 999.

If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.

For referrals regarding allegations against adults in education contact the Designated Officers (DO)
<http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/>

Andy Smith: 01604 367862

Christine York: 01604 362633

DO Administration: 01604 364031

or contact the MASH and ask to speak to one of the Designated Officers.

DOReferral@northamptonshire.gcsx.gov.uk

Complex Case Discussions

The aim of these meetings is to provide a responsive service to families and professionals throughout Northamptonshire where a case is considered to be of a complex nature and various support has already been in place without noticeable success. Should this situation arise, the DSL Parklands Nursery School and Playgroup will complete an online request form detailing the risks and issues and intended outcomes from a case discussion. The family's consent for case discussion will be sought. Decisions on a way forward will be suggested by an Early Help Co-ordinator who will contact the school to offer advice and to agree actions.

Locality Forums

There are ten Locality Forums across Northamptonshire. They aim to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each area.

Joining up resources and developing solutions to address local needs is a key role of the Locality Forums, which are made up of key local stakeholders including schools, early years, NCC education, GPs and school nurses. Key pieces of work have been developed as a result of these Forums.

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

1 Introduction

Safeguarding and promoting the welfare of children is defined as "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes" ("Keeping Children Safe in Education" 2018).

Staff at Parklands Nursery School and Playgroup are made aware that Safeguarding issues "COULD and DO HAPPEN HERE" and they are trained to understand what possible indicators for abuse and neglect may look like. They will always act in the best interests of the child and will have a conversation with the DSL or the Deputy DSL when a concern arises. In line with statutory requirements staff understand the difference between a safeguarding concern and one involving "**immediate danger**" or "**at risk of significant harm**". Staff also know their responsibility is always to also record concerns in writing on the individual Nursery Schools

'Cause for Concern Form'. They are also clear on their responsibility to contact the MASH directly should the need ever arise.

1.1 Parklands Nursery School and Playgroup fully recognises the contribution it can make to protect children and support them in school. The children's' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our children's' welfare, safety and health by fostering an honest, open, caring and supportive climate.

1.2 This policy is consistent with:

- The legal duty on academies to safeguard and promote the welfare of children, as described in Section 175 of the Education Act 2002 and in compliance with Section 11 of the Children Act 2004;
- The legal requirements of The Children and Social Work Act 2017;
- The statutory guidance *"Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges"* – September 2019
- The government's *"Working Together To Safeguard Children 2018"* which sets out statutory guidance for agencies;
- The government's non-statutory guidance *"What to do if you're worried a child is being abused"* - March 2015, to identify child abuse and neglect and take appropriate action in response;
- The non-statutory government advice *"Information Sharing"* – July 2018;
- The duties of the Counter Terrorism and Security Act 2018;
- The government's *"Prevent Duty for schools"* – July 2015;
- The government's *"Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation"* – February 2017;
- The Female Genital Mutilation Act 2003;
- The Serious Crime Act 2015;
- The Northamptonshire Safeguarding Children Board (NSCB) Inter-agency Procedures, which contain procedures and guidance for safeguarding children (www.northamptonshirescb.org.uk).

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

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

1.4 This policy applies to **all staff, governors and visitors** to the school. We recognise that child Protection is the responsibility of **everyone**. We ensure that all parents, carers and other working partners are aware of our Safeguarding/Child Protection policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our

reception area and by raising awareness at meetings with parents and carers.

1.5 **Extended School Activities**

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

2 **Safeguarding Commitment**

2.1 Parklands Nursery School and Playgroup adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

Parklands Nursery School and Playgroup provides a variety of opportunities to enable the "Voice of the Child" including small group work and individual work where appropriate as well as direct work with parents, usually carried out by our in house Senior Family Worker.

2.2 Parklands Nursery School and Playgroup will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty and that children have access to these adults;
- Include in the curriculum, activities, experiences and opportunities which equip children with the skills they need to stay safe from abuse (including online), develop resilience and empowerment and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents, carers and colleagues from other agencies;
- Promote the Early Help agenda in Northamptonshire, enabling families to share with school any challenges that they may be facing which may benefit from early help engagement or assessment;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff, volunteers and other providers who will work with children, including identity, references, criminal record, right to work and prohibition from teaching (where applicable) checks.

2.3 **Safeguarding in the Curriculum**

The following areas are among those addressed through the opportunities and experiences provided in the school:

Bullying, Peer-on-peer abuse;
Culture, Diversity, Race, Faith and Discrimination issues;
Relationships;
Keeping Safe at Home;
Personal Safety;
Healthy Living;
On-line Safety (Safe Use of Technology);
Fire and Water Safety;
Protective Behaviours;
Road Safety;
Stranger Awareness;
Body Boundaries and Safe Touch;
Mental Health Awareness;
Other safeguarding issues as appropriate.

3 Roles and Responsibilities

3.1 General

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals need to make sure their approach is child-centred. This means that at all times, they consider what is in the best interests of the child. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school. (The names of the Designated Safeguarding Lead and Deputy for the current year are listed at the start of this document).

3.2 Governing Body

In accordance with the Statutory Guidance *“Keeping Children Safe in Education” – September 2019*, the Governing Body will ensure that:

- All members of the Governing Body have Enhanced DBS checks and appropriate Safeguarding/Child Protection awareness;
- The school has a Safeguarding/Child Protection policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly via the school website and in the entrance of the school;
- The school has a Staff Code of Conduct that includes information regarding acceptable use of technologies, staff/child relationships and communications including the use of social media;
- The school operates safer recruitment practices in line with Part 3 of *“Keeping Children Safe in Education 2019”*, including appropriate use of references and all required checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken regular, appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of peer-on-peer abuse and abuse against members of staff and volunteers;
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the *“Designated Safeguarding Lead”*) and

there is always cover for this role. This responsibility is incorporated into the DSL and DDSL's job description;

- The Designated Safeguarding Lead (and Deputy DSL) undertake local training (in addition to basic child protection training) and this is refreshed every two years as required by law. Additionally, the DSL (and Deputy receive regular updates which take a variety of forms such as meetings, online training etc.);
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated at least every two years in compliance with the NSCB protocol and receive regular, appropriate updates during the year. New staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and of their responsibilities. The school Safeguarding/Child Protection Policy, "Keeping Children Safe in Education 2019: Part 1" (and Annex A if they work directly with the children), NSCB Online Safeguarding Training, The Prevent Duty and risk assessment, the Acceptable Use Policy, the Whistleblowing Policy, the "Staff Code of Conduct" are used as part of induction procedures;
- Opportunities are provided for staff to contribute and shape safeguarding arrangements and the Safeguarding/Child Protection Policy through staff meetings and other training sessions;
- Any deficiencies or weaknesses concerning safeguarding or child protection are brought to the attention of the Governing Body and will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with one of the Designated Officers at the Local Authority;
- Effective policies and procedures are in place and updated annually including a "Staff Code of Conduct" for staff and volunteers;
- Information is provided to the Local Authority (on behalf of the NSCB) through the Section 11 Safeguarding Audit and other information, as requested;
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, monitor practices and procedures, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school shares information and contributes to inter-agency working in line with statutory guidance "*Working Together to Safeguard Children*" 2019, "*Information Sharing – 2018*" and *Northamptonshire County Council's "Thresholds and Pathways Document"*. This includes providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority;
- The school has appropriate filtering and monitoring systems in place to monitor staff and child internet usage;
- The children are taught about safeguarding, including online, through teaching and learning opportunities and experiences;
- Ensure the child's wishes or feelings are taken into account when determining actions and services (voice of the child);
- A designated teacher is appointed to promote the educational achievement of children who are looked after and those that are previously looked after and ensure this person has appropriate training. Currently this person is the Nursery Teacher Cheryl Schulz.
- The school puts in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and

neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all everyone;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff, namely the Senior Family Worker, to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, direct 1:1 work with parents in nursery and during home visits and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer at the local authority;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the MASH or the Police.

1.4 **Designated Safeguarding Lead**

The Governing Body has appointed an appropriate senior member of staff as the DSL and additional senior members of staff to deputise for the DSL in their absence (DDSL). The responsibilities of the DSL are found in full in *Annex B of "Keeping Children Safe in Education" 2019* and include:

- Provision of information to the NSCB/Local Authority on safeguarding and child protection, including co-operating with other agencies and supporting with MASH enquiries (including during evenings/holidays where required);
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Understanding the local assessment processes for providing early help and intervention;
- Liaison with staff (especially pastoral support staff, Health Visitors, IT Technician, SENCo etc.) on matters of safety and safeguarding and, when deciding whether to make a referral by liaising with other relevant agencies;
- Referral of cases of suspected abuse to the MASH (and/or Police where a crime may have been committed);
- Referral of cases to the Channel programme where there is a radicalisation concern;
- Referral of cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Acting as a source of support, advice, supervision and expertise; Providing 1:1 support to parents and acting as Lead Professional or attending as part of a TAF for EHA's?
- During term time the DSL and DDSL's will be available for staff in the school to discuss any safeguarding concerns and adequate and appropriate cover arrangements will be made for any out of hours/out of term activities;

- Attending and contributing to Child Protection Conferences when required (and other safeguarding related meetings) and ensuring attendance at meetings which may occur in the school holidays.
- Being alert to the specific needs of vulnerable children who may be in need, including those with special educational needs or/and disabilities (and liaising with the SENDCO as and when is needed);
- Ensuring each member of staff has access to, and understands, the school's Safeguarding/Child Protection Policy especially new or part-time staff;
- Ensuring all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the school Safeguarding/Child Protection Policy, the "Keeping Children Safe in Education: 2019: Part 1" (and Annex A if they work directly with the children), the Staff Code of Conduct, the Behaviour Policy, the Whistleblowing Policy, The Prevent Duty *risk assessment* and the Acceptable Use Policy;
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Attending refresher training courses every two years and regular updates (at least annually);
- Obtaining access to resources and training for all staff. (This should be done at regular intervals and fuller training happens annually);
- Where children leave the school; ensuring that their child protection file is handed promptly to the Designated Safeguarding Lead or Headteacher of the receiving school/setting, signed for and receipted. (A copy of the Chronology with corresponding documentation and the receipt of transfer is maintained securely by the school);
- Maintaining, monitoring and reviewing child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on "Records, Monitoring and Transfer" below.

4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. They are all aware of the "Cause for Concern" form that needs to be completed in these cases. The DSL is responsible for receiving, actioning, maintaining and reviewing these records and for deciding at what point they should be shared with, or copied and passed over to, other agencies. Weekly meetings are held at each school with the DSL's to ensure all concerns and cases are reviewed and actioned.
- 4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal child or staff records.
- 4.3 Child Protection records are stored securely in individual files with an overview chronology at the front. This is kept fully up to date with all incidents, contact with the parent/carer and other professionals recorded. Files are kept securely with access confined to specific staff, i.e. the DSL (Head teacher) and the DDSL.
- 4.4 Child Protection records are reviewed weekly to check whether any action or updating is required. This includes monitoring patterns of complaints or concerns about any individuals

and ensuring that these are acted upon. Reviews are recorded on weekly safeguarding agenda's and meeting notes.

- 4.5 When children transfer to a different school/setting their Safeguarding/Child Protection records are also transferred and this is done securely as required. A copy of the Chronology is made and archived securely (in line with NCC requirements). Safeguarding records are passed directly to the DSL or Head teacher in the receiving school or setting, with any necessary discussion or explanation and a signed and dated record of the transfer is obtained. A copy of the chronology from the file is made and securely archived together with a receipt of the transfer. In the event of a child moving out of area and a physical handover not being possible then the confidential records are sent to the named DSL by registered post and a receipt requested and chased up. Files requested by other agencies e.g. Police will be copied and shared as appropriate.

5 Support for Pupils and School Staff

5.1 Support for Children

Parklands Nursery School and Playgroup recognises that **children who are abused** or **who witness violence** may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Children under five years are considered to be extra vulnerable on account of their age.

Other children may be **vulnerable** because, for instance they:

- Have English as an additional language;
- Are of a cultural heritage that may pose risk, such as from FGM or Forced Marriage;
- Are refugees;
- Are homeless (or at risk of becoming homeless);
- Are Looked After or Previously Looked After;
- Have a disability and specific additional needs;
- Are living in a home where there is a young carer;
- Have special educational needs (whether or not they have a EHCP);
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Are frequently missing from care or from the home;
- Are at risk of modern slavery, trafficking or exploitation;
- Are in a family circumstance presenting challenges for the child such as, substance abuse, adult mental health problems or domestic abuse;
- Have returned to their family from care;
- Are showing early signs of abuse and/or neglect;
- Are in a family at risk of being radicalised or exploited;
- Are being privately fostered.

We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence. Support will be given within the school or we will seek support externally.

5.2 Disclosure

All staff are made aware what to do if a child discloses that he or she has been abused in some way. They will:

- Listen to what is being said without displaying shock or disbelief;
- Accept what is being said;
- Allow the child to talk freely;
- Reassure the child, but not make promises which it might not be possible to keep;
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child;
- Reassure him or her that what has happened is not his or her fault;
- Stress that it was the right thing to tell;
- Listen, only asking questions when necessary to clarify. “Anything else you want to tell me?”, “Can you explain/describe what you mean?”);
- Not criticise the alleged perpetrator;
- Explain what has to be done next and who has to be told;
- Make a dated, signed written record (see 4.1);
- Pass the information to the DSL (or DDSL) without delay.

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

If a staff member receives a disclosure about potential harm caused by another staff member, they should follow procedures as outlined in Appendix 4.

5.3 Looked After and Previously Looked After Children

The Headteacher for Looked after and Previously Looked After Children) is responsible for promoting the achievement and well-being of children who are looked after and those that were previously looked after. Members of staff will have information relating to the child’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, the child care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Teacher for LAC and previously LAC will also have details of the child’s social worker and the name of the Virtual School Lead in the authority that looks after the child. They will attend training appropriate to their role. The Designated Teacher will attend all PEP reviews for and looked after child and either the Designated Teacher or the Senior Family Worker (whoever is more appropriate to attend) will attend the LAC Review.

5.4 Children Missing from Education

Parklands Nursery School and Playgroup recognises the importance of the fact that all children are entitled to access regular education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from an education setting can act as a vital warning sign of a range of safeguarding possibilities.

This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones or risk of female genital mutilation. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Where this happens, the DSL will follow the County's procedures.

All staff are aware of the school's unauthorised absence and children missing from education procedures.

5.5 Peer-on-Peer Abuse

Parklands Nursery School and Playgroup recognises that children themselves sometimes display **abusive behaviour** and that such incidents must be referred to the DSL and senior management team for appropriate support and intervention to be put into place.

Children are capable of abusing their peers and procedures are in place to minimise the risk of peer-on-peer abuse and to investigate and deal with allegations of peer-on-peer abuse. Peer-on-peer abuse will not be tolerated and individuals will be supported.

Different gender issues can be prevalent when dealing with peer-on-peer abuse. Peer-On-Peer abuse can take a range of forms (bullying, physical abuse, sexual abuse etc.).

Staff are alert to the possibility that a child who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff are alert to the fact that there is likely to be a risk to children other than the current victim.

Evidence suggests that children who abuse others may have suffered early trauma or/and considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

Such children are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

Children who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Staff will not dismiss some abusive behaviour as 'normal' between children and should not develop high thresholds before taking action.

"Keeping Children Safe in Education" 2019 makes it clear that "Abuse is abuse and should never be tolerated or passed off as banter or part of growing up".

Staff are also aware of possible cases of sexual violence or harassment between children and more detail about this is found in Appendix 2.

5.6 Private Fostering

The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.

This is a private arrangement made between a parent and a carer for 28 days or more.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

We know that many Private Fostering arrangements remain unknown to the local authority.

This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.

There are many reasons why children and young people are privately fostered, for example:

- Parental ill health;
- Children sent to this country for health care or education by parents living overseas;
- Children living with a friend's family as a result of separation, divorce or arguments at home;
- Children at boarding schools who do not return to their parents during holidays;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children on holiday exchanges or living with host families for a variety of reasons;
- Children brought from abroad with a view to adopt;
- Children whose parents work unsocial hours;
- Children whose parents are in prison;
- Children whose parents are serving in the forces.

Professionals that become aware of a child that is being privately fostered should encourage the parent/carers to inform the MASH of the arrangement or contact the MASH themselves if they think parents/carers may not have done so already.

5.7 Children with Special Educational Needs/Disabilities

Parklands Nursery School and Playgroup recognises that children with **special educational needs and/or disabilities can face additional safeguarding challenges.**

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to isolation than other children;
- The potential of children with SEN and disabilities can be disproportionately impacted by behaviours such as bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

The Governing Body and school should ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback continuously throughout the duration of the ensuing process. In order to address these additional challenges we offer individualised support for children with SEN and disabilities where required.

Further information of local support can be found at:

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

5.8 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the DSL about the support he/she requires. Additionally staff are invited to request or decline this support by signing a section of the 'cause for concern' form every time they log a concern. The DSL should seek to arrange the necessary support.

6 Working with Parents/Carers

The school and Playgroup will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus and on the school website and by verbal discussions on open evenings and show rounds;
- Undertake appropriate discussion with parents/carers prior to involvement with another agency or with the MASH, unless to do so would place the child at risk of harm or compromise an investigation;
- Engage parents in the early help agenda for Northamptonshire applying the Vulnerability Matrix, where early need is identified, and signpost families appropriately or make referrals to outside agencies using the Early Help Assessment Tool.

7 Other Relevant Policies

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

- Safer Recruitment;
- Staff Code of Conduct;
- Looked After and Previously Looked After Children Policy;
- Behaviour Policy;
- Equality Duty (incorporating Racist Incidents);
- Anti-Bullying (including Cyberbullying) Policy;
- Physical Interventions Policy;
- Inclusion Policy;
- Trips and Visits Policy (and associated Risk Assessments);
- First Aid and the Administration of Medicines Policies;
- Health and Safety Policy (and associated Risk Assessments);
- Toileting/Intimate Care Policy;
- Whistleblowing Policy;
- Attendance Policy;
- Critical Incidents and Lock Down Procedures;
- Online-Safety in Early Years;
- Staff Acceptable Use Policy;

- Prevent Duty Risk Assessment.

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

8 Recruitment and Selection of Staff

- 8.1 The school's safer recruitment processes are based on the Statutory Guidance: *"Keeping Children Safe in Education"* – September 2019. When recruiting staff, decisions are made about the suitability of the prospective employee based on checks and evidence including: identity checks, criminal record checks (enhanced DBS checks), barred list checks, right to work checks, further overseas checks and prohibition checks together with references and interview information. The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the role of the DSL, given the school Safeguarding/Child Protection Policy, *"Keeping Children Safe in Education 2019: Part 1"* (and Annex A if they work directly with children), the *"Staff Code of Conduct"*, the Acceptable Use Policy, Behaviour Policy, Whistleblowing Policy and the school Safeguarding Booklet. (These form the basis for the Safeguarding induction).
- 8.3 On every interview panel for school staff at least one member (teacher or governor) will have undertaken safer recruitment training and this will be refreshed regularly, either online or by attending an appropriate local or national accredited training course.
- 8.4 In line with requirements, all Governors have had DBS and identity checks.

9 Information Sharing

Parklands Nursery School and Playgroup recognises the importance of sharing relevant information with other agencies and follows statutory guidance as set out in *"Information Sharing - Advice for Practitioners"* July 2018.

10 Staff/Pupil Relationships

All staff and volunteers will be made aware of their position of power and trust and will adhere to regulations relating to the Sexual Offences Act 2003. This also extends to the use of social media.

11 Additional Safeguarding Awareness for Staff

Staff need to be aware of, and have training on, the following areas which are related to The wider Safeguarding agenda:

- Vulnerability of those with SEN/D
- Female Genital Mutilation;
- Dog Bites;
- Peer-On-Peer Abuse;
- Child Sexual Exploitation;
- Child Criminal Exploitation (County Lines);
- Children Missing from Education;
- Modern Slavery, Trafficking and Exploitation;
- Domestic Abuse/Violence including gender based violence;
- Child Poverty/Spiralling Debt;
- Housing Issues/Homelessness;
- Parent/Carer Mental Health Issues;
- Substance Misuse;
- The Prevent Duty/Awareness of Radicalisation and Extremism;
- Forced Marriage;
- So called Honour-Based violence;
- Young Parent/Carer;
- Signs of Abuse & Neglect;
- Fabricated & Induced Illness;
- Bullying (and cyber bullying);
- Faith & Cultural Abuse;
- Gangs & Youth Violence;
- Private Fostering;
- Antisocial, Criminal behaviour;
- Children and the Court System;
- Children with Family Members in Prison.

Useful Links

Local

Northamptonshire Safeguarding Children Board

Telephone: 01604 364036

Email: nscb@northamptonshire.gcsx.gov.uk

www.northamptonshirescb.org.uk

www.northamptonshirescb.org.uk/schools

Thresholds and Pathways document:

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

Early Help

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

DWP – Services Directory (HM Gov/NCC)

Education Inclusion Partnerships

Online referral form available at:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc>

Community Safety Team, Northamptonshire County Council

Contact Community Safety and Harm Reductions

<https://www3.northamptonshire.gov.uk/councilservices/fire-safety-and-emergencies/community-safety/Pages/default.aspx>

Prevent Officers

DS Andy Blaize

DC Shane O'Brien

DC Jody Williams

Prevent@northants.pnn.police.uk

Safeguarding Adults access advice:

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

National

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

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

0808 800 5000

Childline:

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

0800 1111

Child Exploitation and Online Protection (CEOP):

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

0870 000 3344

Professionals Online Safety Helpline:

<http://www.saferinternet.org>

helpline@safeinternet.org.uk

0844 3814772

Parents Protect (Safeguarding Information for Parents, Carers and Staff)

www.parentsprotect.co.uk

PREVENT

GOV.UK website

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

NSPCC Whistleblowing Helpline

0800 028 0285

APPENDIX 1

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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 (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

DEFINITIONS OF ABUSE

(From 'What to do if you're worried a child is being abused?' 2015)

Understanding and Identifying abuse and neglect?

“Abuse and neglect are forms of maltreatment – a person 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 by a stranger, including via the internet”.

“Abuse and neglect can happen over a period of time, but can also be a one-off event”.

“Child abuse and neglect can have major long-term impacts on all aspects of a child’s health and well-being”.

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse also occurs outside of the family environment.

Sexual Abuse

Sexual Abuse is a sexual activity with a child. It involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. It may

include non-contact activities, such as involving children in looking 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and /or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect is a pattern of failing to provide for a child's basic needs, whether it is adequate food, clothing, hygiene, supervision or shelter, protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers) or ensuring access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. It is important that practitioners remain alert and do not miss opportunities to take timely action. Neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse or alcohol abuse.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. 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 expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. It may involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some levels of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

APPENDIX 2 – OTHER AREAS RELATED TO ABUSE

Child Sexual Exploitation

CHILD SEXUAL EXPLOITATION

“Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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

“Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation” DFE February 2017)

Risk Identification

When any practitioner becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the Designated Safeguarding Lead within the school. The DSL will ensure that the online assessment tool is completed (and if the case is subsequently referred into children’s social care, the completed assessment will be included with the referral.

<http://northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/publications/cse-assessment/>).

In all cases if there are concerns that the child is in immediate danger then you should contact the police on 999 or the MASH.

In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these will be reported to the DSL who will follow the procedures outlined in the Northamptonshire CSE Toolkit - Chapter 3 (see NSCB website).

Possible Indicators may include:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;

- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Indicators are a guide and do not replace, but should assist, the exercise of professional judgement. The person who is making the judgements needs to take into account the principles detailed above and be clear on the evidence that the risk is actually occurring or whether further assessment is required to clarify this. The earlier the intervention the better chances of success.

Important points to remember. CSE:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- May be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.
- The coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender;
- Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse;
- Parents / carers may be involved in the sexual exploitation of their children, or fail to prevent / protect from it.

Trafficking

This is when a child or young person is moved from one place to another, so that he or she can be exploited.

This includes situations when a child/young person has:

- Been bought or sold for money;
- Been tricked into leaving home;
- Been given away by their family because the family need money;
- Been made to leave their home because of war
- Chosen to leave home, thinking they are going to a better life.

The movement of a child/young person can be international or within the same country. In most cases, the child/young person suffers because they have been forced or tricked into moving.

Child trafficking is growing more common and affecting the lives of more children/young people every day.

Further information can be found at:

<http://www.northamptonshirescb.org.uk/young-people/what-is-abuse/yp-child-trafficking/>

Female Genital Mutilation

NSCB Guidance

The term 'Female Genital Mutilation' (FGM) encompasses all procedures that either:

- Fully or partially remove external female genitalia, or;
- Injure the female genital organs for non-medical reasons.

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure.

FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems. Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child.

With growing and emerging migrant populations in the county it is vital that agencies and organisations in Northamptonshire work together to ensure they put plans in place to raise awareness of its illegality and the risks, to prevent further procedures and support women who have experienced FGM.

In the UK, under the FGM Act 2003 and the Serious Crime Act 2015, it is an offence for any person (regardless of their nationality or residence status) to:

- Perform FGM;
- Assist a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Serious Crime Act 2015 also includes:

- Provision of lifelong anonymity in the media of FGM;
- A new offence of 'failing to protect a girl from FGM' – each person responsible for the girl at the time the FGM occurred will be liable;
- FGM Protection Orders – for the purposes of protecting a girl against the commission of a FGM offence or protecting a girl against whom such an offence has been committed;
- A new mandatory reporting duty requiring specified regulated professionals (healthcare, social care and teachers) in England and Wales to make a report to the police. The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl under 18 (at the time of discovery).

Identifying a child at risk of FGM - Indications that FGM may be about to take place:

- The family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around);
- Parents requesting permission for their girls to be taken out of school two weeks before or after the holidays (recovery period can be up to 8-10 weeks);

- A child talking about a long holiday to her country of origin or another country where the practice is prevalent;
- A child talking about “becoming a woman” or “rites of passage” or a “special ceremony”;
- A child talking about new clothing or special outfits;
- A child may confide in a professional that she is about to undergo a “special procedure” or attend a special occasion;
- Becoming withdrawn or acting out of character;
- There are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Identifying a child who has been subject to FGM - Indications that FGM may have already taken place:

- A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- Frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine;
- There may be prolonged absences from school;
- A prolonged absence from school with noticeable behaviour changes on the girl’s return could be an indication that the girl has recently undergone FGM;
- A child requiring to be excused from physical exercise lessons without the support of her GP;
- A child may confide in a professional or ask for help professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:
 - Younger siblings;
 - Current daughters or daughters she may have in the future;
 - Extended family members.
 -

Staff **must** report to the police cases where they discover that an act of FGM appears to have been carried out, in line with the Female Genital Mutilation Act 2003. Unless the member of staff has a good reason not to, they should also still discuss any such case with the Designated Safeguarding Lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, members of staff will follow local safeguarding procedures.

For further information: <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Also: <http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/fgm/>

Forced Marriage

Whilst not a direct risk for pupils at Parklands Nursery School and Playgroup staff are aware that forced marriage can happen to children as young as ten years of age.

Forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child

abuse and a serious abuse of human rights. Forced marriage is not the same as arranged marriage (where both parties consent).

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

FM was made illegal as of 16th June 2014.

For further information: "The Right to Choose: Multi-Agency Statutory Guidance for Dealing with Forced Marriage" 2014

Forced Marriage Unit – 020 7008 0151

fmu@fco.gov.uk

So Called Honor-Based Violence

So called "honour-based violence" (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community. It includes FGM, Forced Marriage and practices such as breast ironing.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Lead.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child (or family member) being at risk of HBV, or already having suffered HBV.

Preventing Radicalisation and Extremism

See also Parklands Nursery School and Playgroup "Preventing Radicalisation & Extremism Risk assessment".

The Counter-Terrorism and Security Act 2018 and The Prevent Duty – July 2015 place a duty on specified authorities, including the local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ('The Prevent Duty').

The Counter-Terrorism and Security Act 2018 also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges who are required to have regard to "Keeping Children Safe in Education" are listed in the Act as partners of the panel.

The biggest threat is around terrorist groups seeking to radicalise and recruit people. This threat is greater amongst young people. Extremism is defined as a rejection of a cohesive, integrated, multi-faith society and parliamentary democracy. The local agenda supports the Prevent Strategy.

Communities and local authorities have a key part to play in developing a sense of belonging and will be an important part of wider partnership working. The threat is not just from radical religious groups

such as 'Islamic State' but also from radical 'far right' and other political groups who may attempt to radicalise children and young people.

Northamptonshire County Council has embedded Prevent into its safeguarding procedures. Any contacts made with concerns in relation to Prevent will be assessed through the MASH. If there are concerns that a child or young person may be vulnerable to violent extremism or radicalisation the Designated Safeguarding Lead within the school will be informed and, after initial discussions, a multi-agency referral form will be submitted to the MASH.

As part of the "Prevent Duty" schools must address the four key areas which are:

- Risk Assessment;
- Working in Partnership;
- Staff Training;
- IT Policies.

Risk Assessment

School staff should know how to make a referral where they have concerns about potential radicalisation.

Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police.

E-mail: prevent@northants.pnn.police.uk or phone 101 (ext. 343931) or 101 (ext. 345215)

Or from the DFE who also have a dedicated helpline: 020 7340 7264.

Actual Referrals must go to the MASH.

Working in Partnership

Schools are required to work in partnership with the NSCB, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent and other partners will be accessed as relevant to provide advice and support with regard to this duty.

Effective engagement with parents and their families is also important as they are in a key position to spot signs of radicalisation. The school recognise it is important to assist and advise families who raise concerns and direct them to support mechanisms.

Staff Training

In line with the Prevent Duty, a school is required to assess training needs in the light of their assessment of risk. Despite Parklands Nursery School and Playgroup assessing their risk to be low the Headteacher/DSL has attended "Risk & Prevention" face to face training and disseminated appropriate information to the school staff. Additionally, the DSL and Deputy DSL have completed Channel online training.

IT Policies

Measures are in place at Parklands Nursery School and Playgroup which includes filtering and monitoring of online access and learning experiences which help the children to understand ways in which to stay safe online. The Head Teacher monitors internet use and documentation is kept to support the monitoring process. Staff have been made aware during in-house training of the dangers

of online activity by terrorist and extremist groups and know how to report any concerns to the Head Teacher and DSL.

Suspected on-line terrorist content can be reported to HM Government:

www.gov.uk/report-terrorism

Further Information:

- PREVENT
For more information on PREVENT, see GOV.UK website.
- Community Safety Team, Northamptonshire County Council
Contact Community Safety and Harm Reductions Team
<https://www3.northamptonshire.gov.uk/councilservices/fire-safety-and-emergencies/community-safety/Pages/default.aspx>
- Prevent Officers
DS Andy Blaize
DC Shane O'Brien
DC Jody Williams

Prevent@northants.pnn.police.uk

Domestic Violence and Abuse

The government definition of Domestic Violence is:

“Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or who have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Domestic violence indicators in children

At Parklands Nursery School and Playgroup we are aware that the majority of referrals to the MASH and a large number of Serious Case Reviews involve Domestic Violence. We will therefore ensure that we look out for possible indicators and talk to the DSL as a matter of urgency.

It is important to note that children may respond to domestic violence in different ways even within the same family. Some children may be profoundly affected by witnessing domestic violence whilst others appear to be relatively unaffected. It is therefore important to remember that the behaviour below may be due to other causes.

Children's coping strategies and reactions to domestic violence may also be similar to those for other forms of abuse. Learning to recognise domestic violence can therefore be useful in helping to protect children from all forms of abuse.

0 – 5 years

- Violence to the mother during pregnancy may result in neurological and physical damage;
- Physical and emotional neglect may result in basic needs for food and warmth not being met;
- Under-stimulation and neglect can result in cognitive delay;
- Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder;
- Parental unhappiness, tension, irritability or lack of commitment may lead to false attachments;
- Babies and toddlers have difficulty in communicating distress.

5-9 years

- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse;
- School behaviour and academic attainment may be impaired;
- Children may blame themselves for parental behaviour. Self-blame may result in low self-esteem;
- Unplanned separations may cause distress and disrupt education and friendship patterns;
- Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships;
- Children may take on too much responsibility for self, parents and younger children.

10 years +

- Coping with puberty without support;
- Denying own needs and feelings;
- Low self-esteem;
- Increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending;
- Poor school attainment due to difficulties concentrating;
- Poor school attainment due to absence in order to protect parent or younger children;
- Unacceptable behaviour resulting in pattern of school exclusion;
- Isolation caused by reluctance to disclose for fear of family disruption.

Mental Health Issues

Further information can be found in DfE guidance "Supporting Mental Health in Schools and Colleges" – 2017.

Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong;

- Resolve (face) problems and setbacks and learn from them.

Staff seeing pupils regularly are well placed to spot any changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils' lives. This includes loss or separation (e.g. death, parental separation, divorce, hospitalisation etc.) It also includes other life changes (e.g. transition to a new school, birth of a sibling, bullying, domestic violence etc.)

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- Emotional disorders such as phobias, anxiety states and depression;
- Conduct disorders such as stealing, defiance, fire-setting, aggression and anti-social behaviour;
- Hyperkinetic disorders such as disturbance of activity and attention;
- Developmental disorders such as delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- Attachment disorders such as children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Other mental health problems including eating disorders, habit disorder, post-traumatic stress syndromes, somatic and psychotic disorders (such as schizophrenia and manic depressive behaviour).

Self-Harm and Suicidal Tendencies

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously as they could be indicative of a serious mental or emotional disturbance.

Substance Abuse

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences, then it may be regarded as misuse. Some people take greater risks than others, but anyone can have a problem with drugs or alcohol.

To be healthy and develop normally, children must have their basic needs met. If a parent/carer is more concerned with feeding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganized lifestyle is a frequent consequence of substance misuse. Parents/carers may fail to shop, cook, wash, clean, attend appointments or pay bills. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's ability to engage with their child. It may also affect a parent's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents/carers may even become

dependent on their own child for support. This can put stress on a child and may mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse may include: lost jobs, unsafe homes, broken marriages, severed family ties and friendships. The disruption caused by efforts by the local authority to help are also likely to negatively affect a child.

There are several signs that may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- Become consumed or violent;
- Drink alone;
- Drink every day;
- Get “the shakes” when they have not had a drink;
- Miss work or social activities;
- Neglect their own health, appearance and homes;
- Not be able to stop their drug or drinking habit;
- Try to hide or deny their problem.

The signs that may indicate that a child is being neglected due to parent’s drug or alcohol misuse include:

- Poor appearance;
- Delayed development;
- A child who is caring for a parent.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

5-11 year olds - <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

12-17 year olds - <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

Children with Family Members in Prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre for Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

<http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults;
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

NSCB Tea break Guide to County Lines can be found at:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/policies/tea-break-guides/>

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. There are factsheets which usefully summarise the new duties:

"Homeless Reduction Act Factsheets" can be found at:

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL or DDSL should ensure appropriate referrals are made based on the child's circumstances.

Sexual Violence and Sexual Harassment between Children in Schools and Colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

Rape:

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration:

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault:

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation;
- Coercion and threats.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow up and speak to the DSL or DDSL immediately.

Further information should be read in the 2017 DfE guidance:

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

APPENDIX 3

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	
D	Professional Challenge and Disagreements	

A. General

- 1) Northamptonshire Safeguarding Children Board Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NSCB website www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the MASH particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that the school can demonstrate that they have engaged parents in the “Northamptonshire Early Help “process. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and in individual cases advice from the MASH will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done (on a school "Cause for Concern" Form) and report to the Designated Safeguarding Leads in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the Designated Officer to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Designated Officer.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C Designated Safeguarding Lead – Main Procedural Steps

- 1) Individual case files will be initiated for pupils where there is *change to a number of concerns*. An overview chronology which will hold a record of all communications, concerns and actions, will be completed. Such files will be stored securely (see section on "Records, Monitoring and Transfer"). The Chronology at the front of each file will be kept fully up to date to enable all concerned to have a full picture and to ensure regular reviews are happening and recorded. – need to discuss / remove
- 2) Where initial enquiries do not justify a referral to the investigating agencies we will inform the initiating adult and monitor the situation. If in doubt, we will seek advice from the MASH or (if appropriate) Early Help Co-Ordinators: 0300 126 1000. All contact related to the concern will be recorded.
- 3) Share information confidentially with those who need to know observing the guidelines as laid out in "Information Sharing" 2018. Information on a child can be 'logged' with the MASH. This does not require submission of a referral form unless instructed to complete one by the MASH. Any information logged with the MASH needs to be recorded on the chronology in the pupil's confidential Child Protection file.
- 4) Where there is a child protection concern requiring immediate, same day, intervention the MASH should be contacted immediately by phone and their advice will be followed. Written confirmation should follow within 24 hours on the NSCB Interagency Online Referral Form. All other referrals should be made firstly through a telephone conversation with the MASH and then by following up with the online form, where requested to do so. The MASH is available for advice.
- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital normally this means calling an ambulance accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the MASH (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances an adult with Parental Responsibility for the child arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. A Restraining Order). If there are clear signs of physical risk or threat, the MASH should be updated and the Police should be contacted immediately.

D Professional Challenge and Disagreements

1. Working with children and families, and in particular safeguarding and child protection work, is stressful and complex and will involve uncertainty and emotion. To ensure that the best decisions are made it may be necessary to challenge one another's practice.
2. The culture within our school enables all staff members to raise, without fear of repercussions, any concerns that they may have about the management of safeguarding and child protection within the school. This may include raising concerns about decisions, actions or inaction by colleagues about individual children. If necessary, staff members will speak to the DSL, Deputy DSL, Chair of Governors or Designated Officer.
3. Co-operation across all agencies is vital to provide the best outcomes for children and families. Professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, Conferences and case management.
4. If there are any professional disagreements with practitioners from other agencies the DSL will initially raise concerns with the relevant agency manager and then follow the agreed conflict resolution or appeal procedures as laid out in Section 4 of the NSCB Procedures Manual - <http://northamptonshirescb.proceduresonline.com/>

**WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED:
ADVICE FOR PRACTITIONERS (DfE 2015)
Flowchart**

Be alert

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

Question behaviours

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

Ask for help

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

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 1000 (Option 1)

APPENDIX 4

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF INCLUDING HEADTEACHERS AND VOLUNTEERS

These procedures will be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

- DfE *“Keeping Children Safe in Education: Statutory guidance for schools and colleges”* – 2019 (part 4).
- NSCB procedures – Section 5.

A. Individual Staff/Volunteers/Other Adults who receive the allegation:

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher.
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer as soon as possible or if unavailable contact the MASH on the same day.)

B. Headteacher

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the Designated Officer, or if unavailable the MASH on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the MASH (and Ofsted) if the Designated Officer so advises or if circumstances require a referral.

5) Ongoing involvement in cases:

- Liaison with the Designated Officer;
- Co-operation with the investigating agency's enquiries as appropriate;
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C. Chair of Governors (only relevant in the case of an allegation against the Headteacher)

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the Designated Officer or, if unavailable, the MASH on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the MASH (and Ofsted) if the Designated Officer so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the Designated Officer;
 - Co-operation with the investigating agency's enquiries as appropriate;
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

D. Record Keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

APPENDIX 5

POLICY FOR USE OF PERSONAL MOBILE PHONES, TABLETS CAMERAS AND OTHER HANDHELD DEVICES

Please also see the Staff Code of Conduct.

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones, cameras, laptops and other handheld devices in the school.

- All staff must ensure that their personal mobile phones, cameras and other such recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers, trainees, parents and children).
- Mobile phones must not be used in any teaching or public area in school or within children's toilets or changing areas.
- Only school equipment should be used to record classroom activities. Photos and video footage should be put onto the secure school system as soon as possible and not sent to, or kept on, personal devices.
- All telephone contact with parents or carers must be made on the school phone and a note kept. Personal mobile phones should not be used.
- Parents or carers are permitted to take photographs of their own children during a school production or event with the permission of the Headteacher. The school protocol requires that photos of other people's children are not published on social networking sites such including Facebook, Snap Chat, Instagram, You Tube or other such sites.
- Staff and parents are advised against the misuse of network sites such as Facebook and Twitter to share confidential, negative or abusive comments or information regarding the school, a member of staff, parent or child. (Misuse will be dealt with through official channels such as the Police).

APPENDIX 6

DOG BITES ON CHILDREN

The following guidance has been agreed by partner agencies for the NSCB.

School staff must:

- Be aware of an injury to a child caused by a dog;
- Be aware of the treating of an injury to a child caused by a dog;
- Establish precisely when and how the injuries were caused;
- Establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non-accidental injuries".

A referral to the MASH should be considered if any of the following criteria apply:

- The child injured is under two years of age;
- The child is under five years of age and injuries have required medical treatment;
- The child is over five years and under 18 who have been bitten more than once by the same dog;
- The child/young person is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and/or dangerous;
- A prohibited and/or dangerous dog is reported and/or treated, and is believed to be living with and/or frequently associated with children under five years.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the child, or other children (for example, if the dog has already been 'put down' or removed).

Please be mindful that the bite does not have to be a vicious injury.

Please contact the MASH immediately for advice if unsure. Call 0300126 1000.

Definitions:

- Certain dogs are 'prohibited' and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately;
- Any dog can be 'dangerous' (as defined by The Act) if it has already been known to inflict or threaten injury.

For further information, see the NSCB guidelines at:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/policies/dangerous-dogs/>

Appendix 7

CHILDCARE DISQUALIFICATION REGULATIONS

The Childcare (Disqualification) Regulations 2009 (and updated in August 2018) prohibit anyone who is disqualified under the Regulations from working in a relevant setting, including a school.

Who is disqualified?

A person is disqualified if any of the following apply:

- They have been disqualified by the DBS;
- They have committed any offences against children;
- They have committed any sexual offence against an adult or child;
- They have committed murder, manslaughter, kidnapping, false imprisonment, actual bodily harm (ABH) and grievous bodily harm (GBH).

For full details of what constitutes 'disqualification', refer to Schedules 1, 2 and 3 of the Regulations.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Key Actions for Schools:

Staff who may be disqualified.

Schools should immediately contact their HR provider if they:

- Know of anyone in their employment who is, or may be, disqualified;
- Receive a positive declaration from any member of staff.

Anyone who is disqualified will need to be immediately removed from the relevant setting (probably through suspension in the case of employees) and Ofsted must be notified at the latest within 14 days.

Disqualified Workers

The Schools' HR Provider should provide support in dealing with cases where a disqualified person is identified. A disqualified person can apply to Ofsted for a waiver.

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders>

Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting. Whilst a waiver application is under consideration the individual must not continue to work in these settings. Where a waiver is not granted, the employees will need to be dismissed unless redeployment options are available.

Record Keeping and GDPR Declarations (Staff and Volunteers)

Storage:

The DfE advises that schools must handle and store all information carefully, in accordance with normal Data Protection regulations.

It is recommended that Disclosure Declaration Forms should be placed on personnel files. (Files should only be accessed by those staff required to do so).

Single Central Record:

There is no statutory requirement that the disclosure form should be recorded on the Single Central Record (SCR) but we recognise that this is good practice.

Regularity of Checks:

There is no statutory requirement for declaration forms to be completed on a regular basis. However it is recommended that as part of the school's approach to safeguarding that they take the opportunity to regularly remind staff and volunteers of their obligation to make Headteachers aware of any new information that is relevant.

APPENDIX 8

STAFF TRAINING RELATED TO SAFEGUARDING

Training	Date of Training	Training Provider
-----------------	-------------------------	--------------------------