



**Nottinghamshire  
County Council**



**Nottinghamshire  
SAFEGUARDING  
CHILDREN Board**



**Edgewood Primary School**  
**Building skills and values for life**

**WHOLE SCHOOL POLICY FOR CHILD  
PROTECTION TO SAFEGUARD  
AND PROMOTE THE  
WELFARE OF CHILDREN**

## INTRODUCTION

Edgewood Primary and Nursery School recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Pupils and Personnel Committee of the Governing Body.

Date of last review: January 2015 (Updated for additional Prevent Detail in March 2016)

Date of next review: January 2016 (or after significant change in legislation if sooner)

Role	Name	Contact Details
Designated Governor for Child Protection	Louisa Clark	c/o school (0115) 956 1337
Designated Senior Person for Child Protection	Ed Seeley	0115 956 1337 Mob 0780 1285689
Designated Deputy Person for Child Protection	Claire Holmes (Yvonne Moore covering from January 2016)	0115 956 1337
LA Child Protection Contact/LADO	Cheryl Stollery	01623 433169
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90

## Roles around Prevent Duty

Role	Name	Contact Details
Prevent Governor Lead	Louisa Clark	c/o school (0115) 956 1337
Prevent Safeguarding Lead	Ed Seeley	0115 956 1337
Prevent Curriculum Lead	Michael Tidd	0115 956 1337
Responsibility for checking visitors to school	Sarah Lear, Sally Adamson and Kate Reader	
Responsibility for checking premises use by outsiders	Martin Walker and Ed Seeley (Leisure centre and pool responsibility devolved to Ashfield District Council)	
Responsibility for ensuring commissioned services are complying with the Prevent Duty	All organising staff overseen by EVC (Iain MacLeod) and Ed Seeley.	
Responsibility for record keeping to demonstrate compliance with the Prevent Duty	Ed Seeley	

## Edgewood Primary School Commitment

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Board.

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school safeguarding and child protection policy.

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2015 and HM Working Together to Safeguard Children 2015 are incorporated into this policy.

# **SAFEGUARDING**

## **Safeguarding children is defined as:**

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

## **Safeguarding and promoting the welfare of children is defined as:**

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes  
Working Together to Safeguard Children 2015 (page 6).

## **Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:**

- Pupils' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.

## **Safeguarding can involve a range of potential issues such as:**

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Racist homophobic or transphobic abuse.
- Extremist behaviour ie radicalisation.
- Child sexual exploitation.
- Sexting.
- Substance misuse.

- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Particular issues affecting children including domestic violence, female genital mutilations, honour based violence and forced marriage.

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

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

Where staff or others need to raise concerns, these can be to the Headteacher or deputy Designated Person for safeguarding who will coordinate a response. Concerns can be raised directly with Children's Social Care but we would advocate contact with the Headteacher/Designated Person first but without building in too much delay.

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

## The Policy

### **There are five main elements to our policy:**

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.

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

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the PSHE or SRE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
  - availability of local and online advice
  - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
  - developing healthy relationships and awareness of domestic violence, bullying and abuse
  - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2015 Page 63), and the NSCB Local Inter-agency Procedures
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.

- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2015 to:**

- Ensure we have a designated senior and deputy person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure that we have a designated teacher for looked after children.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.

- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

## **Supporting children**

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision), behaviour and attendance service and education psychology service, use of Complex Case Resolution Meetings (which have replaced JATs) and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.

## **Safe Staff and Supporting Staff**

- Safer recruitment processes will be followed in accordance with NCC HR Guidance found on WIRED (if schools have bought in to the service) and from DfE Keeping Children Safe in Education 2015.
- Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct. This includes contact between staff and pupils outside the work context.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Senior/Deputy Designated Person) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations

robustly in collaboration with the Local Authority Designated Officer (LADO) and HR colleagues.

- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the SCiEO/LADO and NCC HR where appropriate to the leadership team.

### **Links to other Local Authority policies**

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

- Our Schools vision and values
- *Accessibility Plan*
- *Anti-Bullying*
- *Attendance Policy*
- *Behaviour Principles Written Statement*
- *BME and Equality*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints Procedure Statement*
- *Cyber –bullying*
- *E Safety Policy*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM)*
- *Radicalisation – Prevent duty*
- *Health and Safety Disability Equality Action Plan*
- *Home-school Agreement Document*
- *Physical intervention/positive handling*
- *Register of Pupil Attendance*
- *School Access Policy*
- *School Behaviour*
- *Sex education*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance ( procedures for addressing)*
- *Schools information published on a website*

## **All Agencies**

- *Pathway to Provision (NCC)*
- *Escalation policy (NCC)*
- *Guidance for Headteachers and Business Managers when Children are Missing Education*
- *Inter-agency Safeguarding Children Procedures of the Nottinghamshire Safeguarding Children Board (NSCB)*

## **The following appendices are a part of this policy:**

Appendix 1	Roles and Responsibilities
Appendix 2	Identifying Concerns
Appendix 3	Confidentiality
Appendix 4	Records and Monitoring
Appendix 5	Template: Front Sheet
Appendix 6	Template: Chronology
Appendix 7	Template: Detailed Concerns
Appendix 8	Template: Concerns Shared by Others
Appendix 9	Body Map Guidance for Schools and Body Map Template
Appendix 10	Template: Safeguarding Children Data Base
Appendix 11	Template: School's Safeguarding Action Plan
Appendix 12	Template: Auditing of Pupil Records
Appendix 13	Induction Checklist for Safer Recruitment
Appendix 14	Governor Compliance Checklist
Appendix 15	The Prevent Duty
Appendix 16	Child Sexual Exploitation (CSE)

# Appendix 1

## Roles and Responsibilities

### Everyone

Everyone who comes into contact with children and their families have a role to play in safeguarding children. All staff within our [school/college/academy](#) are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating (KCSIE). All staff contributes to providing a safe environment in which children can learn.

### Teachers (including NQTs) and Headteachers – Professional duty

The Teacher's Standards 2012 remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

### Senior Designated Person Role

We have a Senior Designated Person for safeguarding children and child protection who has received appropriate training and support for this role. This Senior Designated Person is a senior member of the school leadership team.

We also have a Deputy Designated Person who will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Person in dealing with referrals, attending Child Protection Conferences and supporting the child/children.

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

### Senior Designated Person

#### The Senior Designated Person will:

- Be a member of staff from the leadership team and will have this role and its responsibilities explicit within their job description.
  - There will always be cover for this role.
- They will have the appropriate authority, time, training, funding and resources and support to:
  - Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
  - Provide support, advice and expertise to other staff including deciding when to make referrals to children's social care or other agencies.
  - Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2015.
  - Refer cases of suspected abuse or allegations to the relevant investigating agencies.
  - Liaise with the headteacher/principal (where the Senior Designated Person role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
  - Maintain an overview of all children about whom there are concerns ie subject to a child protection plan, CiN plan, LAC, EHAF or there is a concerns file (*Appendix 9 may assist*).
- Attend training, including updated child protection training every two years in order to:
  - Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so. Be proactive about own learning.
- Raise awareness
  - Ensure each member of staff has access to, and understands this policy, especially new or part-time staff who may work with different educational establishments.
  - Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
  - Share records when pupils transfer schools.

## Headteacher

### **The headteacher of the school will ensure that:**

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Senior Designated Person and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, NCC HR Contact between Staff and Pupils Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education guidance 2015, Part one, as a minimum.

## Governing Body

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

- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2015) as well as with local NSCB guidance and monitor the school's compliance with them.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Ensuring there is an individual member of the governing body to champion child protection issues within the school.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring the headteacher and all other staff who work with children, undertake training which is kept up-to-date by refresher training at three yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.

- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensure appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future.

### **Looked After Children – Designated teacher**

A teacher is appointed who has responsibility for promoting the education achievement of children who are looked after. They have the appropriate training.

We recognise that children may have been abused or neglected before becoming looked after and we need to ensure their ongoing safety as well as supporting their education and development by linking with their social worker and parents where appropriate.

## Appendix 2

### Identifying Concerns

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

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

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, eg to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Question normally without pressurising and only using open questions.
  - Leading questions should be avoided as much as possible.
  - Questioning should not be extensive or repetitive.
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Senior Designated Person will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. CSC will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
  - The Police would only therefore be contacted direct in an emergency.

## **Appendix 3**

### **Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to a pupil.

Where there is a child protection concern it will be passed immediately to the Designated Senior Person and/or to Children's Social Care.

The headteacher or Designated Senior Person will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

[DfE guidance](#) See also the NSCB guidance.

## Appendix 4

### Records and Monitoring

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

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

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

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

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

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

### ***Why recording is important***

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

It is also true that without information being recorded it can be lost; this could be crucial information the importance of which is not necessarily apparent at the time. On occasions this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

### ***The concerns file***

The establishment of a 'concern' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ ie a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in school (named designated person).

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

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

It is suggested that within a child's 'concern' file there is:

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

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

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

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

If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.

### ***Recording Practice***

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

***NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.***

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision document.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any concerns which may prevent future harm.

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

# Appendix 5

## INFORMATION/FRONT SHEET

<b>Name:</b>		<b>DOB:</b>	<b>Class/Form:</b>	<b>Ethnicity:</b>
<b>Home Address:</b>			<b>Telephone: e mail:</b>	
<b>Status of file and dates:</b>				
OPEN				
CLOSED				
TRANSFER				
<b>Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?</b>				
<b>Members of household</b>				
Name	Age/DOB	Relationship to child	Home work	Contact No
<b>Significant Others (relatives, carers, friends, child minders, etc)</b>				
Name	Relationship to child	Address	Tel No	
<b>Other Agency Involvement</b>				
Name of officer/person	Role and Agency	Status of Child ie EHAf/ CPP/LAC/CiN	Tel No	Date



# Appendix 6

## Chronology

**CONFIDENTIAL**

### Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

<b>Name:</b>		
<b>DOB:</b>		<b>Form:</b>
<b>Date</b>	<b>Information/Details of concerns or contact</b>	<b>Print Name and Signature</b>

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# Appendix 7

## Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b> .....		
<b>Print</b>	<b>Signature</b>	
<b>Job Title:</b>		
<b>Note the reason(s) for recording the incident.</b>		
<b>Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>		
<b>Professional opinion where relevant (how and why might this has happened)</b>		
<b>Note actions, including names of anyone to whom your information was passed.</b>		
<b>Any other relevant information (distinguish between fact and opinion).</b>		

**Check to make sure your report is clear to someone else reading it.  
Please pass this form to your Designated Person for Child Protection.**

Part 2 (for use by Designated Person)

<p><b>Time and date information received by DP, and from whom.</b></p>	
<p><b>Any advice sought by DP (date, time, name, role, organisation and advice given).</b></p>	
<p><b>Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc) with reasons.</b></p> <p><b>Note time, date, names, who information shared with and when etc.</b></p>	
<p><b>Parent's informed Y/N and reasons.</b></p>	
<p><b>Outcome</b></p> <p><b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b></p>	
<p><b>Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?</b></p>	
<p><b>Should a concern/confidential file be commenced if there is not already one? Why?</b></p>	

<b>Signed</b>	
<b>Printed Name</b>	

## Appendix 8

### Logging concerns/information shared by others external to the school (Pass to Designated Person)

<b>Pupil's Name:</b>	<b>Date of Birth:</b> <b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time of receipt of information:</b> <b>Via letter / telephone etc?</b>
<b>Recipient (and role) of information:</b>	
<b>Name of caller/provider of information:</b>	
<b>Organisation/agency/role:</b>	
<b>Contact details (telephone number/address/e-mail)</b>	
<b>Relationship to the child/family:</b>	
<b>Information received:</b>	
<b>Actions/Recommendations for the school:</b>	
<b>Outcome:</b>	
<b>Name:</b>	
<b>Signature:</b>	
<b>Date and time completed:</b>	
<b>Counter Signed by Designated Person</b>	

<b>Name:</b>	
<b>Date and time:</b>	

## Appendix 9

### Body Map Guidance for Schools

**Medical assistance should be sought where appropriate.**

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

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

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

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

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

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

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

**Ensure First Aid is provided where required and record**

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

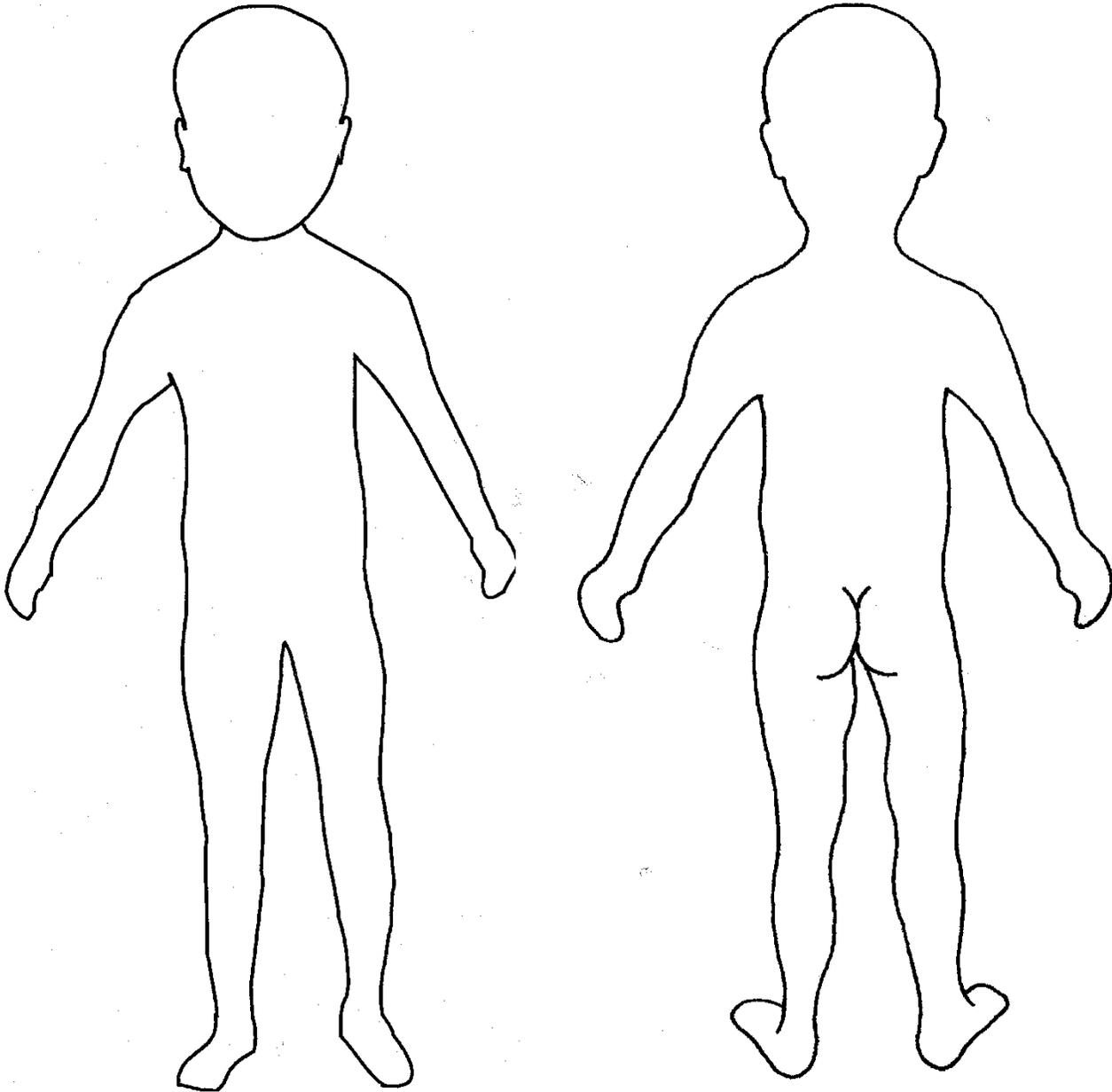
# BODYMAP

**(This must be completed at time of observation)**

Names for Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Name of Worker: \_\_\_\_\_ Agency: \_\_\_\_\_

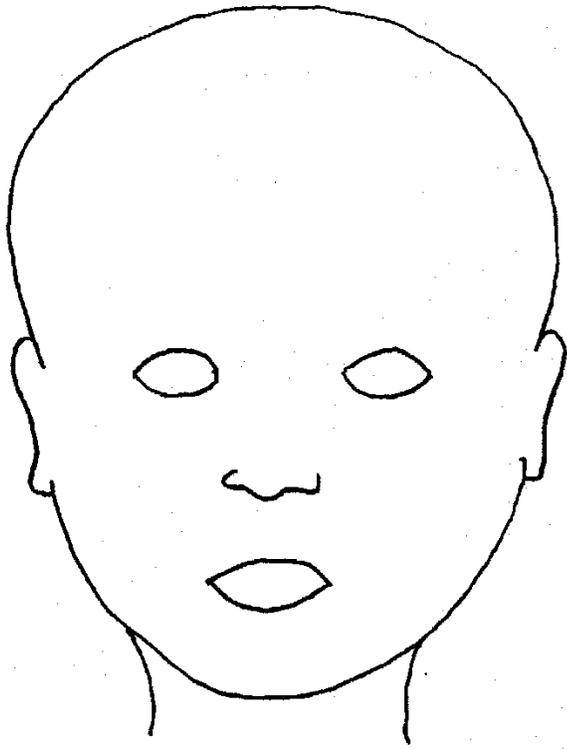
Date and time of observation: \_\_\_\_\_



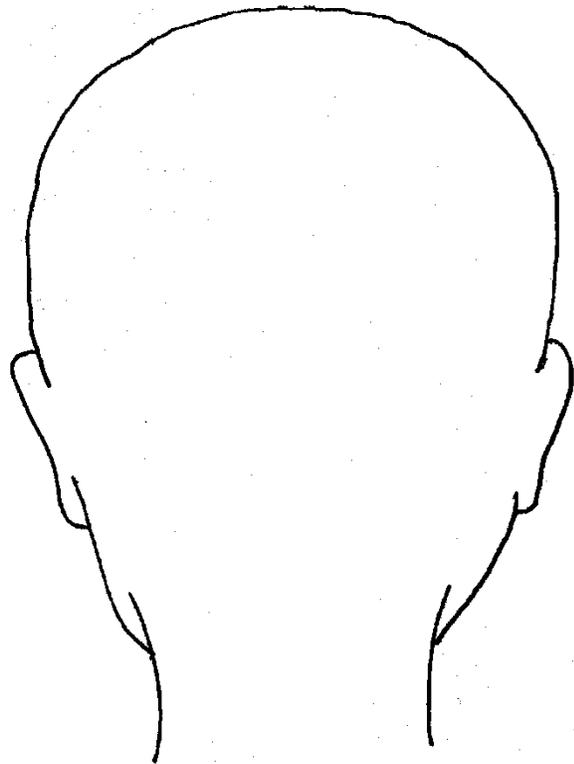


Name of Child: \_\_\_\_\_

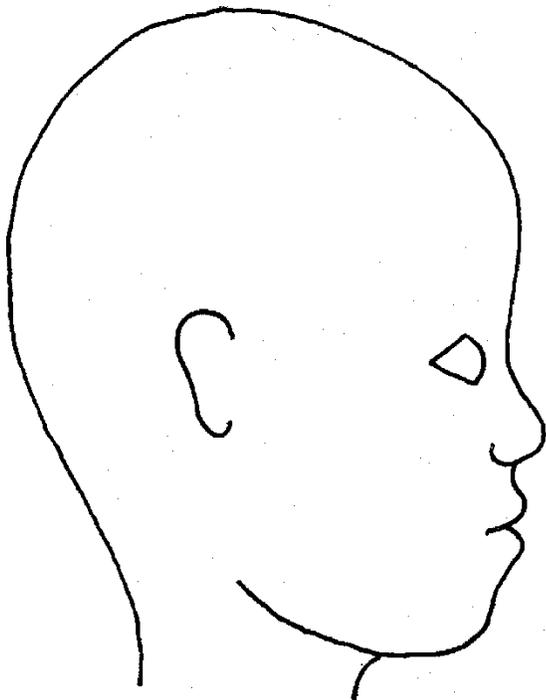
Date of observation: \_\_\_\_\_



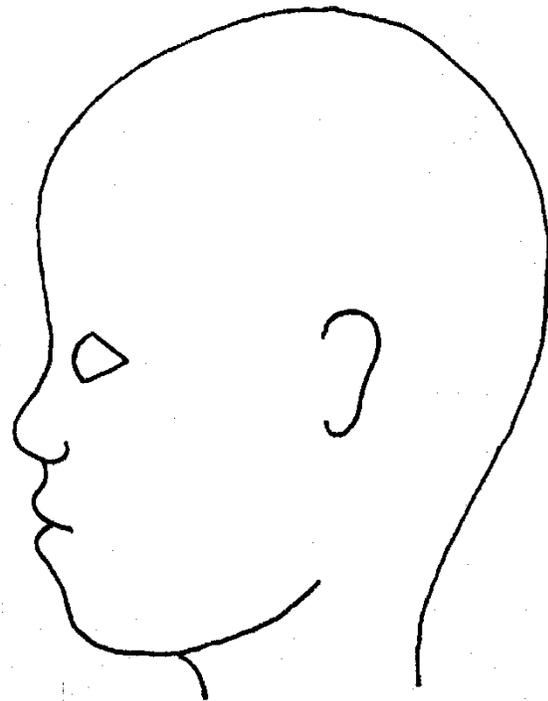
**FRONT**



**BACK**



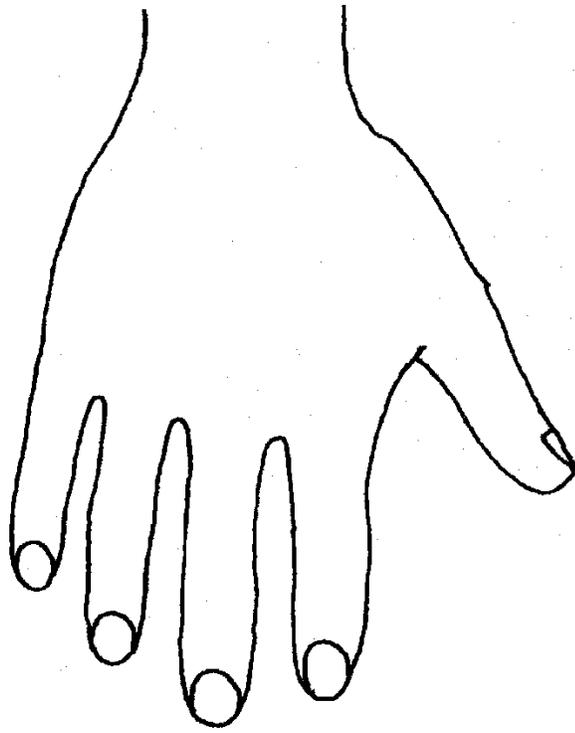
**RIGHT**



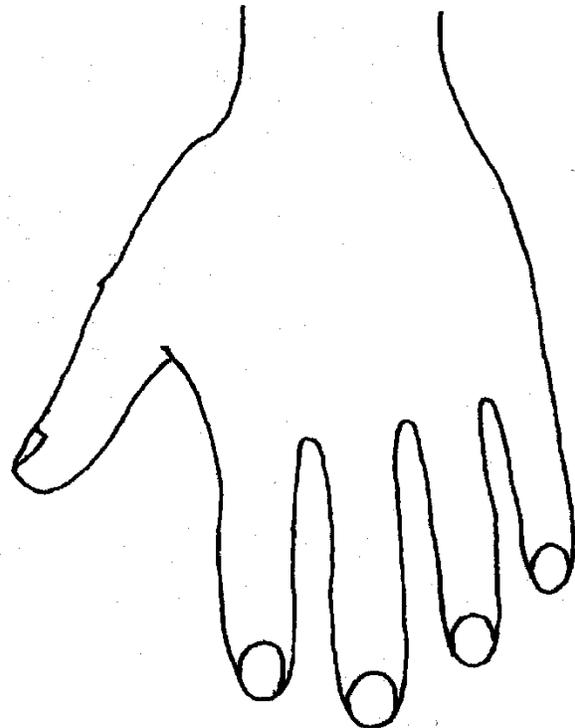
**LEFT**

Name of Child: \_\_\_\_\_

Date of observation: \_\_\_\_\_



**R**

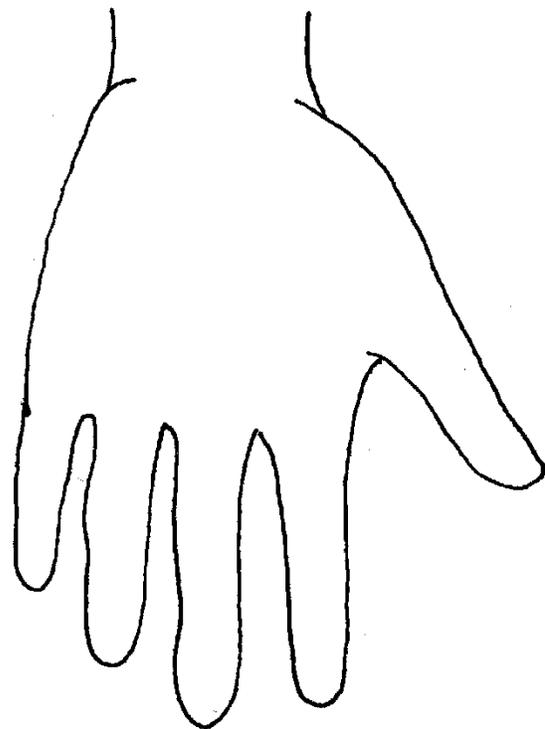


**L**

**BACK**



**R**

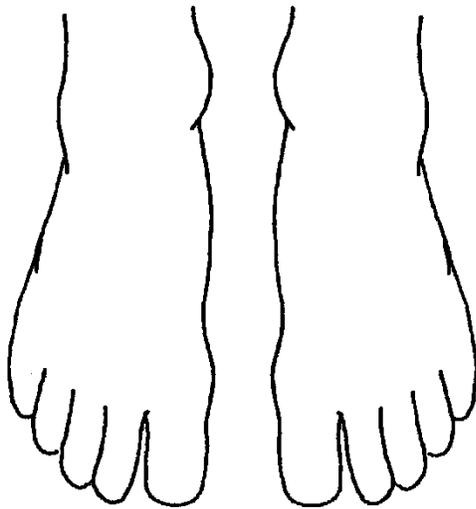


**L**

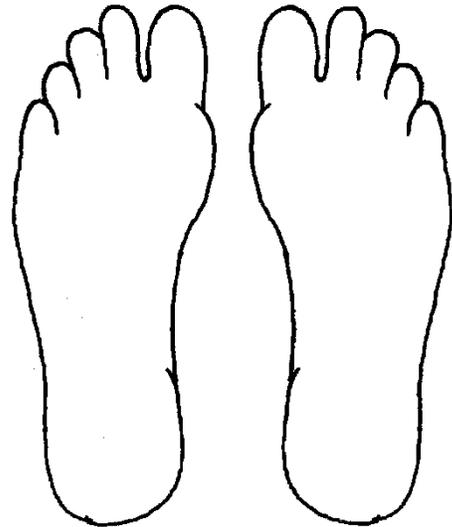
**PALM**

Name of Child: \_\_\_\_\_

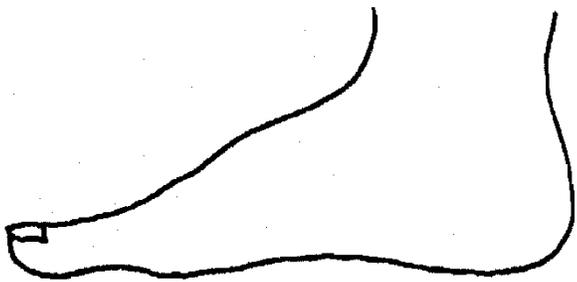
Date of observation: \_\_\_\_\_



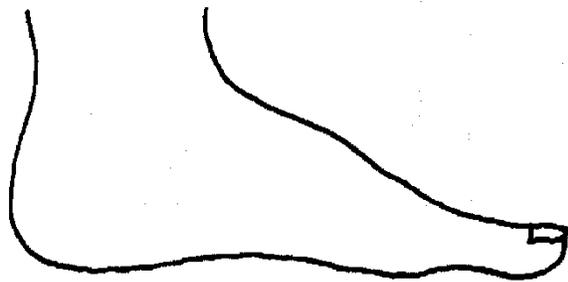
**R TOP L**



**R BOTTOM L**

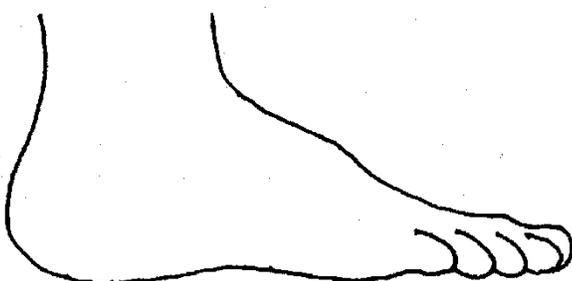


**R**



**L**

**INNER**



**R**



**L**

**OUTER**

Printed Name and  
Signature of worker:

Date:

Time:

Role of Worker

Other information:

---




### Safeguarding Children Data Base (example template)

Name of Child	DOB Form	Home Address	Parents/carers contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
<b>Michael Smith</b>	17-4-1999 7EJ	8 Fair Trade Trumpton  Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433  John Newton ISS Tel:- 01623 433433	Child Protection	<b>ICPC</b> 28-6-2010 <b>RCPC</b> 15- 12 2010  <b>Core group Mtgs</b> 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010
<b>Amy Plant</b>	14-10-1999 8PT	9 Lovely Day Rd Camberwick Green Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection  Child In Need	<b>ICPC</b> 12-11-2009 <b>RCPC</b> 23-3-2010  <b>CiN</b> 12-5-2010 21-7-010

<b>Neil Brooks</b>	23-7-1995 10KL	22 Sandy Shore Pebble Beach  Tel:- <b>Respite Care</b> 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:-  Jill Mob:-  Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:-Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need  Statement of SEN	<b>CiN</b> 22-7-2010  <b>SEN Review</b> 19-9- 2010.
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## Appendix 11

# School Safeguarding Action Plan

Name of School:

Date:

Completed by:

**Aim: Enable the school to carry out their functions with a view to safeguarding and promoting the welfare of children.  
The following safeguarding areas have been highlighted for improvement:**

<b>Safeguarding Area</b>	<b>Safeguarding Requirement</b>	<b>Response</b>	<b>Action Taken</b>	<b>By Whom and Timeline</b>

--	--	--	--	--

## Appendix 12

### Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year.

#### **Auditing your school's record keeping.**

#### **Good record keeping is not bureaucracy it is safeguarding!**

**Background:** Recent serious case reviews and domestic homicide reviews in Nottinghamshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the Headteacher, Deputy Headteacher, Senior Designated Person, Deputy Designated Person, lead governor for safeguarding or any combination of these people.

**Purpose:** The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

**Sample:** Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

**Confidentiality:** Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

**Checklist:**

To guide an audit of 'concern files' this checklist will help to identify key issues.

	<b>Yes/No</b>	<b>Follow up action/further information</b>
Does the child's main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)		
Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the concern file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's main pupil file and then transferred when the threshold for concern is reached and a 'concern file' is opened.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template or a similar school template to help them record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		
Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?		
Is there evidence that the school's Senior Designated Person has reviewed the file and discussed the child with relevant staff?		

<p>Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an EHAF or referral to another agency. Have these actions been followed through?</p>		
<p>If meetings relating to the child and their family have been called did school:</p> <ul style="list-style-type: none"> <li>i) send a report if requested</li> <li>ii) send a representative</li> <li>iii) receive minutes of the meeting</li> <li>iv) complete any actions they were assigned by the meeting</li> <li>v) ensure that other key people in school were aware of any important issues.</li> </ul>		
<p>If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?</p>		
<p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <ul style="list-style-type: none"> <li>i) If the pupil concerned has transferred in from another school is there evidence that the Senior Designated Person from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</li> <li>ii) For a pupil of concern who moved out recently did the Senior Designated Person make contact with the new Senior Designated Person at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</li> </ul>		

## Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the school's normal staff training or briefing routes.

# Appendix 13

## Induction Checklist for Safer Recruitment



### Induction Checklist for Safeguarding

Name of Employee.....

Name of School.....

Name of headteacher/line manager.....

This checklist should be used for all school based employees and volunteers, including governors. Please also refer to the Induction of School Staff policy on Wired.

	<b>Check</b>
1. Employee informed that the senior designated safeguarding lead in school is.....	<input type="checkbox"/>
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent	<input type="checkbox"/>
3. Advised of and discussed the following <b>school</b> policies, covering the agreed procedures and expectations of staff under each one <ul style="list-style-type: none"> <li>- Code of conduct / Staff Behaviour Policy</li> <li>- Anti-bullying</li> <li>- Anti-racism</li> <li>- Homophobic and Transphobic</li> <li>- Physical intervention</li> <li>- Internet safety (including social media)</li> <li>- Contact between staff and pupils outside the usual work context</li> <li>- Whole school child protection policy and appendix templates</li> <li>- Allegations of abuse made against teachers and other staff – school/LA policies</li> <li>- Visitors policy – the management of visitors on site</li> <li>- Any other relevant policy as determined by the headteacher, governing body or DfE</li> </ul>	<input type="checkbox"/>

<p>4. Advised of and discussed all <b>statutory</b> guidance for schools and the responsibility of staff within them.</p> <ul style="list-style-type: none"> <li>- Keeping Children Safe in Education (senior designated lead officer will ensure <u>all staff read and have a copy of at least part one</u> of the latest edition of Keeping Children Safe in Education .)</li> <li>- Working Together to Safeguard Children 2015</li> <li>- Dealing with Allegations of Abuse made against Teachers and other Staff (Part 4 of the latest edition of KCSiE)</li> </ul>	<input type="checkbox"/>
<p>5. Advised and discussed the Nottinghamshire and Nottingham City Safeguarding Children Boards' Safeguarding Children's Procedures and how they can be accessed at <a href="http://www.nottinghamshire.gov.uk/nscb">www.nottinghamshire.gov.uk/nscb</a></p>	<input type="checkbox"/>
<p>6. Advised of and discussed the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the standards, 3<sup>rd</sup> bullet point)</p>	<input type="checkbox"/>
<p>7. Arranged safeguarding training as detailed in the latest edition of Keeping Children Safe in Education and the NSCB Training programme 2015/2016 found at <a href="http://www.nottinghamshire.gov.uk/nscb">www.nottinghamshire.gov.uk/nscb</a></p>	<input type="checkbox"/>
<p>Headteacher/line manager signature: .....Date:</p> <p>Employee signature..... Date:</p>	

<b>JCNP Staffing regulations Working Party</b>	<b>Date: 15/07/14</b>
<b>Lead HR Business Partner</b>	<b>Rose Harris/Jo Stacey</b>
<b>Date policy updated</b>	<b>11<sup>th</sup> September 2015</b>
<b>Review date</b>	<b>As per legislative changes</b>

# Appendix 14

## Governor Compliance Checklist



This matter is being dealt with by:

**Name: Terri Johnson / Cheryl Stollery**

Reference:

**T** 01623 433169

**E** Philip.walmsley@nottsc.gov.uk

**W** nottinghamshire.gov.uk

### **For the attention of:**

Head Teacher and Chair of Governors of all schools and academies in Nottinghamshire, including independent schools and alternative providers.

### **Re: The Annual Governor Compliance Checklist (GCC) for 2015/16 / Nottinghamshire Safeguarding Children Board (NSCB) Safeguarding Children in Education Audit.**

This letter accompanies a copy of the Annual Governor Compliance check list for 2015/2016 as well as guidance notes to support its completion.

This year the checklist has been aligned with the Nottinghamshire Safeguarding Children Board (NSCB) audit of compliance with Section 11 of the Children Act 2004. That legislation places a duty on key people and bodies to ensure that in discharging their functions they have regard to the need to safeguard and promote the welfare of children. Similar duties are placed on providers of education by **The Education Act 2002 (Section 175) & The Education (Independent School Standards) Regulations 2014 (this includes Academies and Free Schools)**. These are referenced at paragraph 31 of the revised statutory guidance 'Keeping Children Safe in Education' ([KCSIE 2015](#)) published in March 2015.

The Nottinghamshire Safeguarding Children Board Audit is underpinned by Section 14B of the Children Act 2004 which requires organisations (including providers of education) to provide information requested by the Board in the exercise of its statutory functions. This is referenced in [KCSIE 2015](#) at paragraph 32.

We are seeking your support and co-operation in completing the checklist, the results from which will be provided in a report to the NSCB in 2016.

In order to complete the Governor Compliance Checklist you may find it helpful to consult [KCSIE 2015](#) which sets out what schools and colleges should do to safeguard children, explaining the legal duties which apply to schools and colleges.

Please note the Governors Compliance Checklist should be signed off at the first full Governing Body meeting of the autumn term 2015 and recorded within the minutes. We are aware Ofsted have been verifying this during recent inspections.

The checklist also aims to be a helpful quality assurance tool to support your school in demonstrating that you have good safeguarding practice and procedures in place.

It would be appreciated if the completed audit can be returned, either by post to the Safeguarding Children in Education Officer at Meadow House, Littleworth, Mansfield NG18 2TA, or via an electronic or scanned copy to [philip.walmsley@nottscc.gov.uk](mailto:philip.walmsley@nottscc.gov.uk) no later than **18th December 2015**

Should you have any queries please contact Phil Walmsley in the first instance on Tel: 01623

433169 and if he is unable to answer your query he will re-direct you.

With thanks and sincere best wishes



**Terri Johnson**

**Service Manager Safeguarding Children (Strategic) and Local Authority Designated Officer (LADO)**

(on behalf of Cheryl Stollery, Safeguarding Children in Education Officer)



**Chris Few**

**Independent Chair**

**Nottinghamshire Safeguarding Children Board (NSCB)**



**Nottinghamshire Safeguarding Children Board (NSCB)  
SAFEGUARDING CHILDREN IN EDUCATION AUDIT 2015/16 &  
Governor Compliance Checklist**

**NAME OF SCHOOL:**.....

The Nottinghamshire Safeguarding Children Board (NSCB) and the Local Authority are monitoring compliance of school's safeguarding responsibilities through the annual audit which is carried out during the autumn term.

The guidance under which this audit must be conducted is referenced within the accompanying letter. T

Please complete the following checklist and return it to the Safeguarding Children in Education Officer at Meadow House, Littleworth, Mansfield NG18 2TA or send a scanned copy to [philip.walmsley@nottscc.gov.uk](mailto:philip.walmsley@nottscc.gov.uk) by no later than **18th December 2015**.

<b>CHECKLIST</b>		<b>Y</b>	<b>N</b>	<b>NEW Q To do</b>
<b>NB: KCSIE 2015</b> refers to the Department for Education Keeping Children Safe in Education 2015 Statutory Guidance. Section 11 refers to the Children Act 2004 <b>NB:</b> The row with <b>E</b> is an opportunity for supporting evidence to be provided.				
<b>1</b>	<b>GOVERNOR SAFEGUARDING LEAD:</b> A member of the governing body has been nominated to take responsibility for ensuring the school discharges its duties in relation safeguarding appropriately (KCSIE para 33)			
<b>E</b>				
<b>2</b>	<b>WHOLE SCHOOL CHILD PROTECTION POLICY:</b> The school has in place a child protection policy that has been agreed by the governing body and is available to parents on request or published on school website. (KCSIE para 34)			
<b>E</b>				
<b>3</b>	<b>SAFEGUARDING POLICIES:</b> All school staff (teaching and non-teaching) are aware of systems which support safeguarding and these should be explained as part of staff induction. This includes: the child protection policy, the staff behaviour policy (code of conduct) and the role of the designated safeguarding lead. (KCSIE para 10)			

<b>E</b>			
<b>4</b>	<b>CHILD PROTECTION PROCEDURES:</b> The school has in place child protection procedures that are in accordance with National and NSCB guidance. These are reviewed annually. These procedures include processes to identify children in need of safeguarding. (KCSIE para 34)		
<b>E</b>			
<b>5</b>	<b>DESIGNATED PERSON FOR CHILD PROTECTION:</b> There is a Snr Designated Person (part of leadership or extended leadership team) and a deputy to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA and working with other agencies. KCSIE (para 5 & 36 + Annexe B)		
<b>E</b>			
<b>6</b>	<b>DESIGNATED PERSON TRAINING:</b> The designated lead (& deputy) undergoes updated child protection training every two years as well as having additional authority, time and resources. (KCSIE para 36)		
<b>E</b>			
<b>7</b>	<b>CHILD PROTECTION TRAINING:</b> All staff members have received appropriate child protection training (updated three yearly) This should include the warning signs that a child may be at risk of CSE, forced marriage, honour based violence and domestic abuse. and advice on the process to follow should warning signs be identified. For new and temporary staff this includes child protection awareness training by the Snr designated person as part of their induction or within 6 weeks of taking up post. (KCSIE para 10)		
<b>E</b>			
<b>8</b>	<b>CONCERNS ABOUT PRACTICE/WHISTLE BLOWING (New):</b> Policies and a culture where staff can raise concerns directly or through whistleblowing if they have concerns about poor or unsafe practice etc. (KCSIE para 22/23)		
<b>E</b>			
<b>9</b>	<b>LOOKED AFTER CHILDREN (New):</b> That there is a designated teacher who has knowledge and skills to work effectively in this area (KCSIE para 47/48)		
<b>E</b>			

<b>10</b>	<b>DISCRIMINATION (New):</b> Service is provided in a way that does not discriminate on the basis of race, religious belief, culture, sexual orientation, gender, age, disability or nationality. (NSCB Section 11 audit)			
<b>E</b>				
<b>11</b>	<b>COMPLAINTS:</b> That there is a system in place for children and families to make complaints. (NSCB Section 11 audit)			
<b>E</b>				
<b>12</b>	<b>SAFER RECRUITMENT (New) :</b> The School operates safer recruitment procedures ensuring that there is: A Single Central Record, pre-appointment checks including DBS check where required, Prohibition of teaching check, verify qualifications, Disqualification under the Childcare Act 2006 check, mental and physical fitness and that a staff Code of Conduct is adopted (KCSIE para 63 onwards)			
<b>E</b>				
<b>13</b>	<b>SAFER RECRUITMENT TRAINING:</b> Training has been completed as a minimum by: Head Teacher                      on-line/attended course (please indicate) Nominated Governor              on-line/attended course (please indicate)			
<b>E</b>				
<b>14</b>	<b>MANAGING ALLEGATIONS:</b> Procedures are in place for dealing with allegations of abuse against members of staff and volunteers which complies with the DfE and NSCB procedures. This includes having a named strategic lead. (KCSIE para 21 & part 4)			
<b>E</b>				
<b>15</b>	<b>MANAGING ALLEGATIONS against the Head:</b> A member of the Governing body (usually the Chair) is responsible for responding & liaising with the local authority in the event of an allegation being made against the Head teacher. (KCSIE para 113)			
<b>E</b>				
<b>16</b>	<b>MISSING FROM EDUCATION (New):</b> Staff are aware of, and follow, the procedure relating to children missing from education and missing from home or care. (KCSIE para 16) <a href="#">DfE School attendance</a> <a href="#">DfE Children Missing Education</a> <a href="#">DfE Missing from Home &amp; Care</a>			

<b>E</b>			
<b>17</b>	<b>CHILD'S RECORD AUDIT:</b> The Named Governor for child protection/safeguarding on behalf of the governing body confirms the school's maintains appropriate record keeping in relation to vulnerable children (child subject to child protection or child in needs concerns and those who have Looked-After status) by conducting an audit of a sample of pupil files between the Spring and Summer term 2015. (Learning from Reviews)		
<b>E</b>			
<b>18</b>	<b>SCR &amp; learning (New):</b> There is a process for gathering and applying learning from national and local serious case reviews (SCR), research & other reviews. (NSCB Section 11)		
<b>E</b>			
<b>19</b>	<b>SAFEGUARDING (OTHER) (New):</b> That governors and staff are aware that there is specific guidance on a range of safeguarding issues which they can access. (KCSIE Para 29)		
<b>E</b>			
<b>20</b>	<b>OPPORTUNITIES TO TEACH SAFEGUARDING (NEW):</b> That children are taught about PSHE (all schools) PSHE & SRE (maintained) (KCSIE Para 41)		
<b>E</b>			
<b>21</b>	<b>CHILD SEXUAL EXPLOITATION:</b> Does your school include age appropriate <b>Child Sexual Exploitation (CSE)</b> teaching within the PHSE/SRE curriculum? <b>Circle in which year:-</b> Year 5 Year 6 Year 7 Year 8 Year 9 Year10 Year 11 (KCSIE para 29)		
<b>E</b>			
<b>22</b>	<b>FEMALE GENITAL MUTILATION (New):</b> That staff are aware of the issue and should use safeguarding procedures where suspected a child is at risk or been abused. <b>FGM National guidance</b> (KCSIE Para 18 & 29 and page 14)		
<b>E</b>			
<b>23</b>	<b>RADICALISATION (New):</b> That school are aware of the DfE guidance and understand their responsibilities, and are active partners in preventing children being drawn into violence, responding to extremist or hateful views and identifying children at risk and working with colleagues to		

	refer and work with partners. <a href="#">DfE guidance The Prevent Duty</a> (KCSIE Para 29 & page 15)			
<b>E</b>				
<b>24</b>	<b>BULLYING:</b> <a href="#">DfE bullying guidance</a> The school has an active anti-bullying policy, including cyber-bullying which is in line with the DfE guidance. This includes having a co-ordinator and named governor, monitoring and reporting to the Governors. (KCSIE para 29)			
<b>E</b>				
<b>25</b>	<b>WORK RELATED LEARNING (secondary):</b> That there is a named governor and member of staff with overall responsibility and that policies and procedures are up to date (annually). That school staff and volunteers who work with learners are aware of their responsibilities.			
<b>E</b>				
<b>26</b>	<b>SAFE ENVIRONMENT (New):</b> Designated areas for children are safe & suitable. (NSCB Section 11 audit)			
<b>E</b>				
<b>27</b>	<b>PARTICIPATION (New):</b> Children contribute to the planning, delivery and evaluation of services and their views make a difference. (NSCB Section 11 audit)			
<b>E</b>				
<b>28</b>	<b>FAMILY APPROACH ('Think Family') (New):</b> The school adopts a whole family approach in that any problems key carers are experiencing (eg. Domestic abuse, mental ill-health, drugs or alcohol misuse) are seen in the context of the impact on the welfare of the children." (NSCB Section 11 audit)			
<b>E</b>				

Please provide the name and job title of the Designated People within your school	
<b>Senior Designated Person</b>	
<b>Deputy Designated Person</b>	

**Name of Nominated Safeguarding Governor**

(please print).....

**Signed**.....**Date**.....

**Name of Chair of Governors**

(please print).....

**Signed** .....**Date**.....

**NOTE**

- Please sign off at the Autumn Term 2015 full Governing body meeting and ensure this is noted within the minutes of the meeting. (Ofsted will almost certainly ask for a copy of this audit during an inspection)
- Retain a copy for your own file
- Additional information or copies can be accessed through WIRED (pre end of September) or the Nottinghamshire Schools Portal (from end September)  
Link: LA communities, safeguarding or on the NSCB website.
- Additional information regarding Safer Recruitment Practice or training should be sought through NCC Human Resources Services. Duty [Tel:- 0115 9774433](tel:0115 9774433)
- Safeguarding in Education training queries or requests should be made directly to NCC Learning and Workforce Development Service, Mr Jim McDonald [tel:- 01159 772253](tel:01159 772253) or [safeguarding.training@nottscc.gov.uk](mailto:safeguarding.training@nottscc.gov.uk)

**Thank you for your support and cooperation with this task.**

**Nottinghamshire Safeguarding Children Board (NSCB)  
SAFEGUARDING CHILDREN IN EDUCATION AUDIT 2015-16 & Governor  
Compliance Checklist (GCC)  
Additional Guidance**

**Author: - Terri Johnson Service Manager Safeguarding (strategic) and  
LADO/Mrs Cheryl Stollery Safeguarding Children in Education Officer  
Dated: - August 2015**

**Governor Compliance Checklist requirement for Academic Year 2015/16**

Schools are only required to complete the one compliance checklist, which has been revised to ensure all 'safeguarding arrangements' in place. The checklist has been combined with the NSCB Section 11 audit to enable reporting to the NSCB on safeguarding arrangement across the County.

**For detailed guidance about all points please refer to the document:**

DfE Keeping Children Safe in Education (March 2015)

Link:- [KCSIE 2015](#)

**NB:** This guidance was revised in 2014 and then again in March 2015.

**EVIDENCE**

The checklist has an additional row for supporting evidence to be detailed. It is not mandatory for this section to be completed and returned but it would be good practice for it to be completed. This section will be particularly useful if head-teachers complete the audit in advance of any meeting with the Safeguarding Lead or Chair of Governors. Governors should take an active role in understanding how these requirements or good practice elements are met.

**COMPLIANCE**

Generally most questions will have a yes or no response. For **new** questions however, where compliance is not yet achieved, there is an opportunity for the response to be 'to do'. Clearly this should then result in activity or an action plan.

**Q1 GOVERNOR SAFEGUARDING LEAD** (KCSIE para 33)

**Advice note:** One member of the governing body should be nominated to take responsibility for ensuring the school discharges its duties in relation safeguarding appropriately

Governors are encouraged to attend the schools whole school twilight child protection/safeguarding training or inset training. Training for the Chair of Governors and Named Child Protection Governor will be provided on a termly basis at venues around the County.

## **Q2 WHOLE SCHOOL CHILD PROTECTION POLICY** (KCSIE para 34)

**Advice note:** The school should have a child protection policy that has been agreed by the governing body and is available to parents on request or published on school website. This policy should reflect the NSCB guidance.

A revised model/ template policy with additional guidance and entitled 'Whole School Policy on Child Protection' is available on 'Wired' the link is: - LA Communities, Safeguarding, a copy is also on the NSCB (Nottinghamshire Safeguarding Children's Board) website. [www.nottinghamshire.gov.uk/nscb](http://www.nottinghamshire.gov.uk/nscb)

## **Q3 SAFEGUARDING POLICIES** (KCSIE para 10)

**Advice note:** All school staff (teaching and non-teaching) should be aware of the systems which support safeguarding and these should be explained as part of staff induction. This includes: the child protection policy, the staff behaviour policy (code of conduct) and the role of the designated safeguarding lead.

## **Q4 CHILD PROTECTION PROCEDURES** (KCSIE para 34)

**Advice note:** The school should have child protection procedures in place which are in accordance with National and NSCB guidance and they should be reviewed annually. These procedures should also include processes and practice which will identify children in need of safeguarding. (KCSIE para 34)

Schools, academies and FE Colleges are encouraged to adopt the Nottinghamshire Safeguarding Children Board Inter-agency Safeguarding Children Procedures [NSCB procedures](#)

NB these procedures are available in electronic format only; we advise these should not be downloaded and printed off as they are regularly subject to change.

## **Q5 DESIGNATED PERSON FOR CHILD PROTECTION**

**Advice note:** There should be a Designated Person (part of leadership or extended leadership team) and a deputy to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA and working with other agencies. In a primary school this role is often undertaken by the head teacher. The person needs to have sufficient seniority to make decisions on behalf of the school or to commit resources. The deputy needs to be able to step in in the absence of the designated person. In some larger or split site schools there may be more than one designated person. Training should be undertaken by those with designated person status before they taken on the responsibility. DfE Guidance Keeping Children Safe in Education 2015 (para 5 & 36 + Annexe B)

## **Q6 & Q7 DESIGNATED PERSON TRAINING** (KCSIE para 36& 10)

**Advice note:** The designated lead (& deputy) has current child protection training (every two years) as well as having additional authority, time and resources. (KCSIE para 36) The Snr Designated person and Deputies must undertake basic awareness training and in addition they should access the Local Authority Designated Person training. Refresher training is required every 2 years for those with designated person

responsibilities. In addition to completing the LA Designated Person course the Designated Person should undertake training in inter-agency working that is provided by, or to standards agreed by, the Nottinghamshire Safeguarding Children Board. For other staff they should have three yearly training and as part of their induction.

### **Access to training**

- **Safeguarding Children- The Responsibilities of the Snr Designated Person.** This can be accessed via the Workforce Development Service via [training.safeguarding@nottscc.gov.uk](mailto:training.safeguarding@nottscc.gov.uk) or 01159 772253.
- **Inter-agency training 'Working Together to Safeguard Children'** This is provided by the Nottinghamshire Safeguarding Children Board (NSCB), details of courses and seminars available can be found [NSCB training](#)
- **Whole school training.** This can be accessed via the Workforce Development Service via [training.safeguarding@nottscc.gov.uk](mailto:training.safeguarding@nottscc.gov.uk) or 01159 772253

### **Q8 CONCERNS ABOUT PRACTICE/WHISTLE BLOWING** (KCSIE para 22/23)

**Advice note:** This is a new questions which seeks to understand if a school has policies and a culture where staff can raise concerns directly or through other whistleblowing channels if they have concerns about poor or unsafe practice etc.

### **Q9 LOOKED AFTER CHILDREN** (KCSIE para 47/48)

**Advice note:** This is a new question which seeks assurances that there is a designated teacher who can promote the educational achievement of children who are looked after. They need to work closely with the children's social worker and virtual head and have skills and experience.

### **Q10 DISCRIMINATION**

**Advice note:** This question specifically arises from the NSCB Section 11 audit and seeks assurance that there is no discrimination.

### **Q11 COMPLAINTS**

**Advice note:** Similarly this is a specific NSCB question which seeks assurances that there is a system in place for children and families to have access to a complaints system.

### **Q12 SAFER RECRUITMENT** (para 63 onwards)

**Advice note:** This is a newly worded question on an old subject which has a much higher profile. The subject is covered in a number of areas within KCSIE as it is an integral part of safeguarding. Schools must operate safe recruitment procedures and make sure that all appropriate checks are carried out on staff and volunteers who work with children. This must then be evidenced through the maintenance of a single central record, which confirms all such checks have been carried out.

Further advice and guidance is provided by Schools HR and from [HR Guidance - Safer Recruitment](#) on WIRED or can be access from NCC Schools HR Duty Desk tel:- 0115 9774433 The Ofsted checklist which HR produced is a helpful audit tool against this broader question.

### **Q13 SAFER RECRUITMENT TRAINING**

**Advice note:** The School Staffing (England) Regulations 2009, Part One, paragraph 9 states that with effect from 1<sup>st</sup> January 2010 the governing body must ensure that

- any person who interviews an applicant for a post; or
- in the case where a selection panel is appointed for that purpose, at least one panel member

has completed safer recruitment training approved by the Secretary of State.

The DfE no longer provide this training. From 1<sup>st</sup> October 2014 there are 2 options for safer recruitment training for school staff, both of these have a charge.

- face to face courses provided by the Lucy Faithful Foundation

[www.lucyfaithfull.org.uk/safer\\_recruitment\\_training.htm](http://www.lucyfaithfull.org.uk/safer_recruitment_training.htm)

- or online training form the NSPCC , approximately £30 per person.

[www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/)

### **Q14 & Q15 MANAGING ALLEGATIONS** (KCSIE para 21, 113 & part 4)

**Advice note:** This is another important area of safeguarding. There is a duty to fully investigate allegations and concerns about members of staff or volunteers. There must be procedures in place to do this which comply with KCSIE 2015 and also the NSCB procedures. There is a slightly different criterion to the DfE guidance which recognises that concerns about those who work with children should be responded to. This makes it more explicit that concerns about a person's private life can have implications for their work life for example if they download indecent images of children at home or there is domestic violence or their own children become subject to a child protection plan.

The procedures need to take into account a scenario where there are allegations made against the head teacher. The Chair of Governors would generally be the lead governor if this arose and they would link to the local authority.

All allegations **should** be discussed with the Local Authority Designated Officer (LADO) on the day the allegation is made known to the school and advice sought from both LADO and HR Services.

### **Q16 MISSING FROM EDUCATION** (KCSIE para 16)

**Advice note:** This is another new question and a high profile area of safeguarding which Ofsted are particularly interested in. It covers a number of different areas of 'missing' including those children who truant or are absent from school, those who run away from school and those who run away from home but this is hidden, those

children who do not receive their full entitlement of education and those who may leave the school or not arrive and their whereabouts are not known.

The Local Authority produces an annual flow chart in the autumn term which highlights the areas of work this encompasses as well as contact details. The statutory guidance can be found at [DfE School attendance](#) [DfE Children Missing Education](#) [DfE Missing from Home & Care](#)

### **Q17 CHILD'S RECORD AUDIT**

**Advice note:** This question has been in the audit for two years now and arose because of learning from a domestic homicide in particular but has been a key feature in other reviews. The Named Governor for child protection/safeguarding confirms the school maintains appropriate record keeping in relation to vulnerable children (child subject to child protection or child in needs concerns and those who have Looked-After status). This can be ascertained by conducting an audit of a sample of pupil files between the spring and summer term 2015. Guidance and audit tools are available within the Whole School Policy template. The audit can be undertaken by the Head, Deputy Head, Senior Designated Person or Deputy Designated Person with the lead governor for safeguarding or any combination of these people.

It is not necessary for the Governor to read through all the documents and confidential records but to check that the school has in place appropriate recording practices and processes to keep children safe.

The aim of such an audit is to learn how effective school record keeping is in relation to children of concern. Lessons from the audit can then be fed back to all staff to improve future practice.

Safeguarding advice is to continue to complete this audit annually to demonstrate and evidence good quality safeguarding arrangements in place to maintain pupil records, especially in relation to child protection/confidential files. (Learning from Reviews)

### **Q18 SERIOUS CASE REVIEW AND OTHER LEARNING**

**Advice note:** This is a new question and is explicitly linked to the NSCB section 11 audit. It asks that schools have a means of linking to gathering and applying learning from national and local reviews and implementing this learning. This can be by linking to the Safeguarding Children in Education Officer via their e-mails or attending the designated person termly forums or attending the quarterly NSCB *What's new in Safeguarding* training events etc.

### **Q19 Safeguarding (other) (KCSIE Para 29)**

**Advice note:** This is a new question which highlights to governors that there are a realm of specific safeguarding issues which are highlighted within this section of KCSIE which governors and the school need to be aware of and that they have the processes in place to respond to.

## **Q20 OPPORTUNITIES TO TEACH SAFEGUARDING** (KCSIE Para 41)

**Advice note:** This is a new question arising from KCSIE which strengthens the onus on schools to be a key part of teaching children (age appropriately) about specific safeguarding issues. This does link to issues such as child sexual exploitation.

## **Q21 CHILD SEXUAL EXPLOITATION** (KCSIE para 29)

**Advice note:** This is a relatively new question which seeks to understand what role schools are taking in teaching children about CSE in an age appropriate way. CSE is a significant national and local issue and it is recognised that we need to educate children about the dangers that exist both in the virtual world and the real world. CSE area is a priority for the NSCB and teaching through PSHE or SRE focusses on issues such as healthy relationships and consent.

The local authority is supporting this work via a further tour of LUVU2 a theatre production by Pintsized for secondary schools. For further information contact Ian Court on 0115 8419853 or mobile: 07966 551964 or [ian@pintsizedtheatre.co.uk](mailto:ian@pintsizedtheatre.co.uk). For primary schools work may be incorporated into the NSPCC/Childline sessions or through sessions with Lorna Naylor about internet safety.

## **Q22 FEMALE GENITAL MUTILATION (FGM)** (KCSIE Para 18 & 29 & p14)

**Advice note:** This is another new question relating to a subject which has a higher national profile as it is a very specific safeguarding issue and for the first time is clearly identified within KCSIE. Staff should be aware of the procedure and the risks, signs and symptoms of preventing and responding to FGM as it is a child protection issue.

## **Q23 RADICALISATION** (KCSIE Para 29 & page 15)

**Advice note:** This is a new question on an issue which is very new duty to schools. Sarah Lee, Achievement and Equality Team Manager is developing guidance for school which is likely to be available in the new term.

Schools need to confirm that they have read and understand the relevant guidance. [DfE guidance The Prevent Duty](#) Essentially the guidance confirms the need to ensure that the Prevent duty is incorporated into existing safeguarding policies and advises against standalone policies. It is not intended to be burdensome and builds on existing responsibilities. The advice found on pages 5-8 provides clear information about what is expected of schools and childcare providers, specifically in relation to:

- Risk assessment (page 5)
- Working in partnership (page 7)
- Staff training (page 7)
- It policies (page 8)
- Building children's resilience to radicalisation (page 8)

Where schools are concerned about individual children there is a referral pathway for all agencies.

**Q24 Bullying** (KCSIE para 29)

**Advice note:** The Anti-Bullying Policy Development Guidance for schools is on the school portal along with a model policy and guidance on reporting and recording. A quality assurance check on Anti-bullying policies is offered to all schools with follow up support if required. Workshops about how to develop an effective policy and ensure full consultation are offered annually for staff, young people, and governors/parents. Please contact Lorna Naylor tel: 01623 797193.

**Q25 WORK RELATED LEARNING**

**Advice note:** Responding to this question confirms that your school is compliant with work related learning. Schools are responsible for safeguarding all young people on their roll. Placing them with other providers, or inviting other providers into the school, means that there may be joint areas of responsibility, but the ultimate responsibility will remain with the school where the learner enrolled'. This includes children and young people who access an alternative curriculum as part of their package of learning.

**Q26 SAFE ENVIRONMENT**

**Advice note:** This question seeks assurances that all designated areas within the school are safe and suitable. Please note that this question is aimed at ALL agencies that work with children. Schools in all likelihood should not have any difficulties with this question unless there are any issues which are specific to your school's circumstances.

**Q27 PARTICIPATION**

**Advice note:** This is another NSCB specific question which is aimed at all agencies. It aims to establish if agencies seek the views of children and listens to their responses to inform how they provide services. Many schools will do this in quite creative ways.

**Q28 FAMILY APPROACH ('Think Family')**

**Advice note:** Another NSCB question which seeks assurance that all agencies are mindful of the impact that issues that are going on at home with, for example, parental/key carer mental or physical ill health or drug/alcohol misuse or domestic violence will in all likelihood have an impact on the welfare of the child. Agencies need to identify these children and provide an appropriate response.

# Appendix 15

## Prevent Duty and Radicalisation

There are now duties imposed on schools and other agencies in relation to the [DfE guidance The Prevent Duty](#) . The prevent duty is now incorporated into our existing policies.

Further advice in relation to this is within KCSIE in relation to:

- Risk assessment (page 5).
- Working in partnership (page 7).
- Staff training (page 7).
- It policies (page 8).
- Building children's resilience to radicalisation (page 8).

Where we are concerned about individual children there is a referral pathway.

The Local authority will be issuing guidance to schools in the new autumn term 2015 which we will note and apply.

The essence of our policy, however, is that we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation.

As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, SEND policy, assembly policy, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies and our IT policy.

## Appendix 16

### Child Sexual Exploitation (CSE) Policy

The **college/school/academy** adheres to the NSCB procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high profile issue both nationally and locally.

The **school/college/academy** recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our **college/school/academy**.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

As a **college/school/academy** we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

Much of this work will be through our programmes of **personal, social and health education (PSHE)** or through our **Sex and Relationship Education (SRE)** work.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted and staff and pupils are vigilant. As part of this children will feel listened to and safe.