



School Child Safeguarding Policy

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2018

Other policies that may need to be taken into account are:

- **Anti-bullying (contained within the Behaviour Policy)**
- PSHE
- Drugs
- Confidentiality
- **Behaviour and attendance**
- **SEND**
- **Health and safety**
- Safe recruitment
- **Physical intervention (contained within the Behaviour policy)**
- E-safety (social media/GDPR)
- Management of Allegations
- **Whistleblowing policy**
- **Staff Conduct policy (Code of Conduct)**
- Visitors policy
- **PREVENT**

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1 Statutory Obligations

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

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

Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or-for maintained schools and colleges through sex and relationship (SRE).

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

1.1 The school will contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to, for example, children subject to child protection plans and Looked After Children.

1.2 A clear line of accountability is established for the commissioning and/or provision of services designed to safeguard and promote the welfare of children.

1.3 A senior member of staff will take leadership responsibility for the school's safeguarding arrangements.

1.4 The school will establish a culture of listening to children and taking account of their wishes and feelings, and ensuring there are systems in place for children to express their views and give feedback.

1.5 The school will ensure procedures are in place to handle allegations including those relating to children harming, or allegedly harming, other children.

1.6 Arrangements which clearly set out the process for sharing information with other professionals and with the Local Safeguarding Children Board (LSCB) will be available.

1.7 A Designated Safeguarding Lead (DSL) will be appointed. Their role is to support other members of staff and to recognise the needs of children, including recognising and responding to possible abuse or neglect. The role of designated leads should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

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1.8 Safe recruitment practices will always be followed for individuals whom the organisation will permit to work regularly with children. This includes policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check.

1.9 Schools and colleges must keep a single central record of DBS checks and training undertaken (p.27-28 Keeping Children Safe in Education 2016). The record must cover the following people:

- all staff (including supply staff) who work in the school; in colleges, this means those providing education to children
- all others who work in regular contact with children in the school or college, including volunteers
- governors
- for independent schools, including academies and free schools, all members of the proprietor body.

1.10 It is the school’s responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in February 2015 (entitled Disqualification Under the Childcare Act 2006) of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision. A person is automatically disqualified if they live in the same household as another person who is disqualified or in a household where a disqualified person is employed. The categories of staff in nursery, primary or secondary school settings covered by regulation 13 include staff who:

- work in early years provision (including teaching staff and support staff working in school nursery and reception classes)
- work in later years provision for children who have not reached the age of eight, including before-school settings such as breakfast clubs and after- school provision
- are directly concerned with the management of such early or later years provision.

1.11 Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

1.12 Staff should be given a mandatory induction which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child’s safety or welfare. Staff in schools and colleges should ensure that **all staff read at least part one of Keeping Children Safe in Education 2018**. There should then be an on-going programme of refresher training.

1.13 The school will ensure that there is an effective child safeguarding policy in place together with a staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff on induction.

1.14 All professionals should have regular reviews of their own practice to ensure they improve over time.

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1.15 The designated lead professional for safeguarding should maintain comprehensive records.

1.16 All schools and colleges have to be compliant with the requirements of the LSCB in Nottingham. This includes engagement in the Serious Case Review process.

1.17 The NCSCB requires all schools to complete an annual safeguarding audit and be engaged in multi-agency processes and Serious Case Reviews (See Working Together to Safeguard Children 2018 (Chapter 2 p 53), to be read in conjunction with DfE Keeping Children Safe in Education 2018).

1.18 The school will maintain clear policies in line with those from the LSCB for dealing with allegations against people who work with children, in either a paid or voluntary capacity. An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

1.19 Role of the Designated Safeguarding Lead

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

- any allegation should be reported immediately to the Principal of the school. The Designated Officer should be informed within one working day of all Nottingham schools child safeguarding policy framework, 2015 Page 5 of 16 To be reviewed February 2016 allegations that come to an employer’s attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because of a concern that the person may pose a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

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2 Introduction

2.1 Schools and colleges

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

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

2.2 Stone Soup Academy

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

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2018 and Keeping Children Safe in Education 2018.

2.3 Aims of the Policy

The aims of this policy are to:

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

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- for managing allegations
- confirm the working relationship with Children and Families Direct, the NCSCB and other agencies and, where appropriate with similar services in neighbouring authorities.

3 Responsibilities

3.1 The governing body will:

- have trained link governor(s) for:
 - child safeguarding, named: Colin Bradley
 - who will attend training/updates every three years
 - looked after children, named: Colin Bradley
- ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Principal or proprietor or member of governing body.
- ensure that the school has a child safeguarding policy, single central record, staff behaviour policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Nottingham City Safeguarding Children Board.
- ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2018).
- has appointed a member of staff of the school or college's leadership team to the role of designated safeguarding lead. This person is Kerrie Henton - Principal.
- Ensure there are also deputy DSL's. These individuals are Laura Hendren, Clare Barlow and Kevin Wildrianne.
- ensure the school/college keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognise that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- make sure that the child safeguarding policy is available to parents and children on request
- ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.

3.2 Responsibilities of the Principal

The Principal will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff.
- the policy will be updated annually, and be available publicly either via the school or college website or by other means.
- a designated staff member reviews policy when the NCSCB update their policies and procedures .

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- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed .
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation.
- he/she undergoes child safeguarding training which is updated regularly, in line with advice from the NCSCB.
- a visitor’s policy is in place that puts the safeguarding of pupils at the centre and is applied to all visitors irrespective of their status.
 - All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
 - Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
 - At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
 - All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
 - All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
 - Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site.
 - The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children’s barred check with a copy of this registered on the school’s central record. They must then follow the procedures above e.g. sign into the visitor’s book and enter the premises via reception).

Where an allegation is made against the Principal, the Chair of the Governing Body must be informed as well as the Local Authority Designated Officer (LADO) 0115 8764725.

3.3 Responsibilities of the trained designated leads for child safeguarding

The Designated Safeguarding lead is:

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Kerrie Henton

The Deputy DSL's are:

Laura Hendren

Clare Barlow

Kevin Wildrienne

They will:

- have their roles explicitly defined in their job descriptions.
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- undergo updated child safeguarding training every two years.
- liaise with relevant agencies in accordance with the NCSCB procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer (LADO)
- be able to access the contents of the NCSCB procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'.

They will ensure that:

- written records of concerns are kept (even if there is no immediate need for referral) and monitored.
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Principal/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher/tutor, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- phone calls about absences are similarly logged and dated
- the children missing education - statutory guidance for local authorities 2013 is adhered to
- where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children's Social Care is contacted.

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- records are monitored for patterns of what, when taking place in isolation, would appear to be low level concerns and appropriate action is taken
- where there are existing concerns about a pupil and they transfer to another school in this authority, a copy of information held (e.g. a CAF) is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child safeguarding in the receiving school.
- where a pupil has a **child protection plan** or there are on-going child protection enquiries and transfers to another school
 - the designated lead for Safeguarding is informed immediately
 - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

3.4 Staff Responsibilities

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

- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to children's Social Care, e.g. in urgent situations.
- be alert to signs and symptoms of harm and abuse
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated regularly in line with advice from the NCSCB, (whole staff training every three years)
- maintain an attitude of 'it could happen here'
- familiarize themselves with "What to do if you're worried that that child is being abused: advice for practitioners guidance." (2015)

4 Reporting Concerns

4.1 Any concern should be discussed in the first instance with the designated safeguarding lead, or in their absence, one of the deputy DSL's immediately.

If at any point, there is a risk of immediate serious harm to a child, the Designated Safeguarding Lead must be made aware immediately.

4.2 Immediate response to the pupil

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

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them
- if a disclosure is made,
 - accept what the pupil says
 - stay calm. The pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate or use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"

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- o be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
- o acknowledge how hard it was for the pupil to tell you
- o do not criticise the perpetrator, the pupil might have a relationship with them
- o do not promise confidentiality. Reassure the pupil that they have done the right thing, and explain whom you will have to tell (the designated lead) and why and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.

4.3 Recording information

- Make some brief notes at the time or immediately afterwards. Record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”. Do not take photographs.
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

5 Supporting Pupils

5.1 The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.

5.2 We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.

5.3 We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

5.4 The school will support all pupils by:

- discussing child protection cases with due regard to safeguarding the pupil and his or her family
- supporting individuals who are or thought to be in need or at risk in line with NCSCB procedures
- encouraging self-esteem and self-assertiveness
- challenging and not condoning aggression, bullying or discriminatory behaviour
- promoting a caring, safe and positive environment.

6 Confidentiality

6.1 The personal information about all pupils’ families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal

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information and will aim to maintain this confidentiality.

6.2 Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Principal will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

6.3 Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil’s welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil’s welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

7 Working with Parents/Carers

7.1 Parents and carers play an important role in protecting their children from harm. In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Children and Families Direct.

7.2 Where there are any doubts, the designated lead should clarify with Children and Families Direct whether, and if so when and by whom, the parents should be told about the referral.

7.3 The pupil’s views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues, and about consenting to that.

“Nothing is more important than children’s welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified. We want a system that responds to the needs and interests of children and families and not the other way around. In such a system, practitioners will be clear about what is required of them individually, and how they need to work together in partnership with others” Working Together 2018..

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

8 Mobile Phones and Cameras

8.1 Appropriate use of mobile phones is essential at Stone Soup Academy. The use of mobile phones must not detract from the quality of supervision and care of children.

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8.2 All parents have the school landline number that is used by the school and are encouraged phone on that number.

Personal coaches also have mobile phones which parents of key students can access to text or call if need be.

8.3 During working hours mobile phones must be kept out of the reach of students, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct.

8.4 Important contact details of the children are kept in case of an emergency.

8.5 We believe that photographs validate children’s experiences and achievements and are a valuable way of recording milestones in a child’s life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Stone Soup Academy. We take a mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers.

8.6 In order to safeguard children and adults, and to maintain privacy, cameras are not to be taken into the toilets by adults or children.

8.7 All adults whether teachers/practitioners or volunteers at the Academy understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

9 Professional Development

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

We will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, staff behaviour policy, the Designated leads in the school, their responsibilities and procedures to be followed.

9.2 The training, including multi-agency training, in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

- Annual safeguarding training provided by Impero iSafeguard (all staff)
- Designated senior lead training (DSLs every 2 years)
- Safer recruitment training (every 3 years)

9.3 A report of the school’s training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff.

9.4 A training register is kept to indicate when staff and governors have been trained and this in turn informs the annual report to governors.

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9.5 Safer recruitment training has been attended by:

- Kerrie Henton (June 2018)
- Susan Murphy (September 2018)
- Colin Bradley (February 2016)
- Clare Barlow (February 2017)

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10 Prevention in the Curriculum

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

10.2 The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- safely explore their own and others' attitudes
- recognise and manage risks in different situations and how to behave responsibly
- judge what kind of physical contact is acceptable and unacceptable
- recognise when pressure from others (including people they know) threatens their personal safety and well-being ,and develop effective ways of resisting pressure including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure.
- Internet Safety

11 Vulnerable Groups

Some children and young people may be particularly vulnerable to abuse and harm. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

12 Child Sexual Exploitation

12.1 The sexual exploitation of children and young people (CSE) under 18 is defined as that which:

“involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.” (Department for Education, 2012)

12.2 Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

12.3 Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims

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of this type of abuse.

12.4 The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

12.5 In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

13 Preventing Radicalisation

Statutory guidance has been published and is available here:

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

Details of training and more detailed guidance will be shared as it becomes available.

13.1 Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools.

13.2 Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalization. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

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

13.4 Regular training and discussion within the school environment is important and should be led by the Senior Designated Leads for safeguarding.

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14 Peer on Peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence

All staff should recognise that children are capable of abusing their peers.

In order to prevent and tackle peer-on-peer abuse, schools can adopt a Contextual Safeguarding approach, which is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra- familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that children are vulnerable to abuse in a range of social contexts

The Governors, Senior Leadership Team, and all staff and volunteers at Stone Soup Academy are committed to the prevention, early identification and appropriate management of peer-on-peer abuse both within and beyond the School.

All staff should be alert to the well-being of students and be able to identify the signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse.

However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ. Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse.

Indicators of abuse can include:

Failing to attend school

Disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected

Physical injuries

Experiencing difficulties with mental health and/or emotional wellbeing

Becoming withdrawn and/or shy

Experiencing headaches, stomach aches, anxiety and/or panic attacks

Suffering from nightmares or lack of sleep or sleeping too much;

Broader changes in behaviour including alcohol or substance misuse

Changes in appearance and/or starting to act in a way that is not appropriate for the child's age

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Abusive behaviour towards others

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour

It should be noted that there is currently no definitive list of indicators of peer-on-peer abuse. The above list has been drawn from Signs, symptoms and effects of child abuse and neglect (NSPCC): <https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>, and cases of peer-on-peer abuse 12 can be investigated.

Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards

The School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

Educating all Governors, Senior Leadership Team, staff and volunteers, students, and parents about this issue.

This includes: - training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it.

Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum. For example, by addressing gender inequality in a statistics class, or by reviewing literature in an English class which addresses bullying and its effect on mental health.

Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.

They are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of peer-on-peer abuse. -

The school is responsible for:

Ensuring that all peer-on-peer abuse issues are fed back to the School's Designated Safeguarding Lead so that they can spot and address any concerning trends and identify students who may be in need of additional support. [This is done by way of a weekly staff meeting at which all concerns about students.

Challenging the attitudes that underlie such abuse (both inside and outside the classroom)

Working with Governors, Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and

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respect amongst all members of the School community

Creating conditions in which our students can aspire to and realise safe and healthy relationships

Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to

Responding to cases of peer-on-peer abuse promptly and appropriately.

If a student is in immediate danger, or at risk of significant harm, a referral to children's social care (if the student is aged under 18) and/or the police should be made immediately. Anyone can make a referral but the concerns should be reported directly to the designated safeguarding lead or the deputy DSL's.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

If a child speaks to a member of staff about peer-on-peer abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

Course of action could include:

Manage internally with help from external specialists where appropriate and possible

Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family

Refer child/children to children's social care for a section 17 and/or 47 statutory assessment

Report alleged criminal behaviour to the Police

The School will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children

Statutory guidance has been published and is available here

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

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15 Timelines for Training

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement).
- Whole school training: To be refreshed **annually using the online training platform 'Impero iSafeguard'**
- Safer recruitment training: Through the DfE on-line (under review)

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

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children Safe in Education 2018.

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Appendix A: Further Guidance and Resources

Schools and Partnerships

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:

- **Parental E-learning (free): Child Sexual Exploitation** is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>
- **Pint Size Theatre:** Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact via email www.pintsizetheatre.co.uk or Tel: 0115 8419853.
- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email:- EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

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

- Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited' <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- Female Genital Mutilation (FGM) <http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>
- Children who may have been trafficked <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Gang and Knife Crime DCSF-00064-2010 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf
- Homophobic, Transphobic Bullying <https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>
- Guidance is also available on the Nottingham City Safeguarding Children Board Website for Children with Looked After Status and Children Missing from Home and Care
- Private fostering arrangements- www.privatefostering.org.uk
- Further information and guidance around Disqualification by Association produced by

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Nottingham City Council's HR Advisory Service can be found here in the Downloads section:
<http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

www.pshe-association.org.uk

<http://educateagainsthate.com>

www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation

www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation

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Appendix B: Safeguarding Information for Nottingham, Nottinghamshire and Derbyshire

Designated Senior Lead for Stone Soup Academy:

Kerrie Henton

Deputy DSL's:

Laura Hendren

Clare Barlow

Kevin Wilderianne

Designated LAC Support

Helen Spurr

To contact any of our safeguarding leads, please email safeguarding@stonesoupacademy.org.uk or call 0115 822 1834.

Nottingham City Council contacts: NCSCB

Children and Families direct:

candf.direct@nottinghamcity.gcsx.gov.uk

Contact: 0115 8764800

For urgent safeguarding referrals, please contact Children and Families direct and submit the MARF (Multi Agency referral form) within 48 hours of initial referral.

For more information please visit:

<http://www.nottinghamcity.gov.uk/article/26182/Children-and-Families-Direct>

Paul Harrison

Nottingham City LA Education Safeguarding Officer

Paul.Harrison@nottinghamcity.gov.uk

0115 8764051

Karen Stead

Nottingham City Designated Officer (LADO)

karen.stead@nottinghamcity.gov.uk

0115 8764725

Nottingham County Council contacts: NSCB

Children's social care:

Mash.safeguarding@nottscc.gcsx.gov.uk

Contact: 0300 500 80 90

Out of hours service: 0300 456 4546

For urgent safeguarding referrals, please contact Children's social care and submit the MASH (Multi Agency Safeguarding Hub form) within 48 hours of initial referral.

For more information please visit:

<http://site.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb/concerned-about-a->

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[child/](#)

LADO: Nottinghamshire County council

Eva Callaghan

eva.callaghan@nottscc.gov.uk

Contact: 0115 8041272

Derbyshire County Council contacts:

Children's social care:

Contact.centre@derbyshire.gov.uk

Please request a referral

Contact: 01629 533190

Out of hours service: 01629 532600

LADO: Derbyshire County Council

Miles Dent

Contact: 01629 531940

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