



Child Protection Policy – Executive Summary of Key Principles for Staff and Parents 2024-2025

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Key Principles

1. The school Child Protection Policy for 2024-2025 is consistent with statutory guidance **HM Working Together to Safeguard Children 2023 (published December 2023 updated February 24)** and **DfE Keeping Children Safe in Education 2024 (KCSiE published 26th May 24)**; and local inter-agency safeguarding procedures issued by Nottinghamshire Safeguarding Children Partnership - <https://nottinghamshirescb.proceduresonline.com/>
2. All staff and volunteers must read Part One of **DfE Keeping Children Safe in Education 2024** or Annex, A as decided by the Headteacher and Governing body/Trust.
All SLT members and staff who work directly with children (e.g., teachers, teaching assistants, lunchtime supervisors, pastoral support staff) should also read Part Five and Annex A and B.
All staff, supply staff and volunteers must have a full and active understanding of KCSiE 2024 Part One and or Annex A and all sections of the full school/college child protection policy - concerning child protection procedures, definitions, impact, indicators of abuse and referrals - to safeguard children at school effectively.
3. All staff including supply staff and volunteers will be safely recruited in-line with all legal requirements as outlined in KCSiE 2024 Part Three: Safer Recruitment, and our *Governors/Trust* will ensure our *school* creates a culture that is safe and safeguards the welfare of children. We will adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our *school*. We will maintain an ongoing vigilance which considers matters inside and outside the workplace, including online.
4. The school seeks to ensure that only 'safe' staff and 'safe' supply teaching staff and volunteers are recruited and employed to work with children by adopting the advice and guidance provided locally by NCC HR Services/or our school HR Officer/Service. Safer Recruitment is embedded into our school/academy/college's safeguarding culture, through recruitment and induction processes and the ongoing management and support for all staff and volunteers. We have a duty to verify candidates' identity, right to work and required qualifications and keep them on staff personnel files. Any potential or shortlisted employees will be informed that online searches, including social media will be carried out as part of our safer working and recruitment practice, in line with guidance in KCSiE 2024

- 5 The Senior DSL will also ensure any contractors working at the school and visitors are informed of where and who to report any safeguarding concerns or incidents to whilst on the school site and be given sight of our *school* Visitors and VIP guidance.
- 6 All staff, teaching, supply, support staff and volunteers will be required to read the full Child Protection Policy and the *Code of Conduct* before starting work with children and will be informed of the procedures in place to address and manage any safeguarding concerns, allegations about staff members including low-level concerns. *KCSiE 2024 provides additional clarity on the process for sharing low-level concerns, which we have included in our school/college Staff Behaviour Policy/ Code of Conduct.*
- 7 Regarding organisations or individuals using school/college premises:- Where individuals or organisations use school/college premises for the purpose of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), will be guided by our procedures, so should an incident or allegations occur during the use of the *school* premises, as with any safeguarding allegation, our child protection and safeguarding policies and procedures will be applied and information/referral to the LADO Service will be made. *KCSiE 24 (paragraph 384) has now made this a statutory requirement placed on the school.*
- 8 Our *school* has a whistleblowing policy that enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place. Staff are expected to report all concerns about poor practice or possible child abuse by colleagues to the Head teacher, including low-level concerns.
- 9 Concerns or complaints about the Head teacher should be reported to the chair of governors. Staff can also contact the Designated Officer in the Local Authority (LADO), who is responsible for the coordination of responses to allegations against people who work with children. The LADO can be contacted on Tel: 0115 8041272.
- 10 For staff who do not feel able to raise concerns internally, advice and support can be accessed through the NSPCC whistleblowing helpline Tel: 0800 028 0285.
- 11 This document serves only as a brief reference point for staff, parents/carers, supply teachers, volunteers, governors, and other stakeholders and should be read alongside our school/academies Child Protection Policy 2024-2025 and Flow Chart, which informs of the actions to be taken where there are concerns about a child inside and outside of the school environment.
- 12 All governors, school leaders, staff and volunteers have a responsibility to establish and maintain a 'culture of safeguarding and promoting the welfare of children' effectively and maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, our staff will always act in the '**best interests of the child**'.
- 13 Everyone who works in or with our *school* has a responsibility to safeguard and promote the welfare of children and respond to concerns, incidents, or disclosures and should **always** speak with the Senior Designated Safeguarding Lead or Deputy DSL, to inform them of any safeguarding or child protection concerns without delay.

The Senior Designated Safeguarding Lead (DSL) is- **Daniel Graney Head Teacher**

The Deputy DSL(s) is- **Trish Gilbert Assistant SENCo**

Annie Holmes SENCO

Nikki Middleton Assistant Head Teacher

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The SLT members who should be contacted in the DSL's absence are- **Rachel Steer and Chris Owen Jones**
DSL members who can also be contacted are- Trish Gilbert, Annie Holmes, Nikki Middleton

The Safeguarding Governor is **Hetvi Parekh**

The Chair of Governors or Trust Safeguarding Lead- **Michael Skinner/ Emily Talbot/ Karen Jagger**

- 14 Our *Governors/Trustees* are required to receive appropriate safeguarding and child protection training during their induction. This training should equip them with the knowledge to provide us with strategic challenge as a 'critical friend,' and test and assure themselves that the safeguarding policies and procedures in place in our *school* are effective and support the delivery of a robust whole school approach to safeguarding and trying our best to keep children safe. This training will only focus on their strategic role and not on operational procedures and matters.
- 15 The Senior DSL will ensure all staff including supply staff and volunteers receive a robust induction into the *school* 'safeguarding arrangements,' including a requirement to read key statutory guidance (KCSiE 24 Part One), including the *school* Child Protection Policy, Behaviour Policy, Child- on -Child Abuse Policy, and Anti-Bullying Policy. They must also maintain an understanding of the expectations applicable to their roles and responsibilities in relation to our filtering and monitoring and online safety procedures before starting work with children.
- 16 The Senior DSL will work with the Head Teacher, Chair of Governors/ Safeguarding Trust Lead, to ensure all who hold responsibility for the child protection and safeguarding of children have access to high quality safeguarding training, which will be regularly updated. In addition, **all** staff will receive regular safeguarding and child protection updates (for example, via e-bulletins, e-learning opportunities, and staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 17 All safeguarding policies, procedures and practice guidance are overseen by the Senior Designated Safeguarding Lead in consultation with the Head Teacher, Senior Leadership team, and will be reviewed and signed off by our *Governing body/Trust*, at the beginning of the new academic year to align with the statutory guidance within KCSiE and our local Nottinghamshire Safeguarding Children Partnership (NSCP).
- 18 The *Governing body/Trust* will ensure they maintain regular oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements to ensure appropriate filtering and monitoring is in place and maintained on all school devices and the *school* network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty and statutory guidance in KCSiE 2024 pages 156 to 158.
This will include:
 - identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - review filtering and monitoring provision at least annually.
 - block harmful and inappropriate content without unreasonably impacting teaching and learning.
 - have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
 - review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the Department for Education filtering and monitoring standards.

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To safeguard and promote the welfare of children at our school and provide them with a safe environment in which to learn, we limit children's exposure through appropriate filtering and monitoring on school devices and school networks. Regular reviews take place to identify their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Consideration is taken in to account to the number of and age range of children in the school and those who are potentially at greater risk of harm, with regards how often they access the IT system.

Parental communications to reinforce the importance of children being safe online is provided to understand of what systems the school use to filter and monitor online use. The importance for parents and carers to be aware of what their children are being asked to do online, is taken in to account, including the sites they will be asked to access and who their child will be interacting with online. The school has additional policies that support/ identify filtering and monitoring, including- Online safety and is informed in part, by the risk assessment required by the Prevent Duty.

- 19 We acknowledge technology brings many benefits to our school, staff, and pupils but we also recognise the risks and harms related to the use of technology, the internet and social media platforms which evolve and change rapidly. In accordance with Government guidance, we will carry out an annual review of our online safety, supported by an annual risk assessment that considers and reflects the risk children can face. We will continue to ensure appropriate levels of security protection are in place, to safeguard our systems, staff and learners and review the effectiveness of our procedures to keep up to date with evolving cyber-crime technologies. We will ensure our learners and parents/carers are kept informed especially where remote learning is required and put in place.
 - 20 Our *school* will remain committed to offering early help to children and families as soon as a need arises, as informed by Working Together to Safeguard Children 23. All staff are encouraged and trained to be vigilant and to record and report all concerns and issues that indicate there may be a safeguarding concern to the Senior DSL without delay.
 - 21 The Senior DSL will consider all such concerns and issues and will make a judgement about whether and when to discuss with parents/carers, provide pastoral care and support, offer early help, or make referrals to safeguarding services. The DSLs will record actions and decisions taken and referrals that are made. If early help is appropriate the Senior DSL will keep the case under constant review, and support child and family's access to additional help and support.
 - 22 Our Senior Designated Teacher *Annie Holmes* and the DSL team, will work with the local authority virtual school and the child's social worker to promote the educational achievement of pupils who have 'looked- after' status, and will promote the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders.
 - 23 Our Designated Teacher will also work closely with the Senior Designated Safeguarding Lead and SENCO *Annie Holmes* , to ensure all our children with SEND, are fully supported and plans *such as individual Support Plans or Education, Health and Care Plans* in place and regularly reviewed in consultation with specialist services and in accordance with the SEND Code of Practice and SENDIASS - KCSiE 2024 paragraph 204.
 - 24 Our Designated Teacher will have the relevant qualifications and appropriate training to carry out the role and responsibilities required of the role, and we will support them in maintaining an up to date understanding of the needs of children with looked after status and SEND, and the resources to review any plans in place with the child and parents.
 - 25 Our *school* will adhere to the provisions within the Equality Act and ensure reasonable adjustments for disabled children and young people are in place. We will not unlawfully discriminate against pupils or NCC and NSCP Child Protection Policy – executive summary of key principles for staff, supply staff, volunteers, contractors, parents/carers, and children/students.
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students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics), as informed in KCSiE 2024 (paragraphs 84 to 88).

- 26 All our staff will be aware of the indicators of abuse, neglect and exploitation and understand that children can be vulnerable and at risk of harm inside and outside of the *school*, inside and outside of home, and online and so more likely to require early help or safeguarding interventions and support. All concerns will be shared with the Designated Safeguarding Lead, so that further considerations and actions will be made.
- 27 Our school is committed to supporting improving the mental health and well-being of all children. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. As a school we ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
The school's approach to mental health is robust, and provide-
- ELSA
 - Accessible Mental Health child level resources
 - Trained Mental Health First Aiders
 - Have links to an Academy trust Educational Psychologist (EP)
- 28 The school recognises that children who run away, go missing and/or are 'absent from school and education' are potentially vulnerable to abuse, exploitation, offending and placing themselves and possibly others (friends) in situations where they may suffer physical harm, abuse, or risk of child sexual exploitation (CSE), Harmful sexualised behaviour (HSB), criminal child exploitation (CCE) or at risk of being radicalised or involved in all types of child exploitation.
- 29 The school will therefore work actively in partnership with parents/carers and other agencies to understand and improve poor school attendance and address issues of children running away and going missing from home. This will now also include children who are 'deliberately absent from education,' particularly on repeat occasions and/or for those children who have unexplainable and /or persistently absent from education, as defined in KCSiE 2024 paragraph 29.
- 30 The school has a duty to teach children about safeguarding and how to recognise risk (on-line and off-line) and understand the support available to them; as part of a 'broad and balanced curriculum.' This will include Relationships Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health education (for all pupils), compulsory from September 2020.
- 31 Child protection issues warrant a high level of confidentiality. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. Although staff will discuss day-to-day concerns about pupils with colleagues, they should report all child protection and safeguarding concerns to the Senior DSL or deputy DSLs without delay, so that actions can be taken to address the concerns and put in place an appropriate safeguarding response.
- 32 The DSL should inform the parents/carers of any concerns, unless to do so would put the child at further risk, the reason for not informing the parent /carers should be shared with social care should a referral or contact to social care be made.

- 33 We also recognise in line with NSCP safeguarding procedures, any member of staff or agency working with children can contact and/or make a referral to Nottinghamshire Children's Social Care or Multi-Agency Safeguarding Hub (MASH), or to Nottingham City social care for those children who attend county schools but reside in Nottingham City.
- 34 The MASH has a Consultation Line which is staffed by a qualified social worker and is available to all professionals working with children and young people in Nottinghamshire who do not already have an allocated social worker. The MASH Consultation Line telephone contact number is: 0115 9774247.
- 35 Safeguarding and child protection concerns/disclosures for children not already open to social care will be made to the MASH. For cases already open to social care and the child has an allocated social worker, contact will be made directly with the social worker or social work team.
Our school will support social workers and other agencies following any referrals for a child or family.
- 36 As a school we acknowledge we have clear powers to share, hold and use information to tackle all forms of abuse and neglect, to promote children's welfare and their educational outcomes. All staff, including supply teachers and volunteers must be mindful of specific requirements in relation to the use of technology including on-line behaviour and the taking, storing and use of images of children. All staff will be conversant with our school information sharing protocols and be able to apply the required DPA/UKGDPR statutory guidance in-line (KCSiE 24 paragraph 92) and other school procedures
- 37 The Senior DSL is responsible for ensuring that all staff, including supply teachers and volunteers have a meaningful awareness of a range of specific safeguarding issues and vulnerabilities as defined in Annex A of Keeping Children Safe in Education 2024, and be able to discharge their responsibilities for children effectively by raising concerns with appropriate staff and or the DSL team to keep children safe. All staff will need to understand issues and risks in relation to physical and mental health and well-being, criminal child exploitation, gang and knife crime, serious youth violence, radicalisation, extremism, and child sexual exploitation and all forms of exploitation that impact on children.
- 38 Disclosures by children may be made or become known to any staff member but staff know to report all safeguarding concerns, disclosure and incidents of risk, harm or abuse to the Senior DSL or deputy DSL this includes occasions when staff believe something is not quite right and they may have what is sometimes called 'a gut feeling' or see a change in the child's behaviour, presentation or engagement with learning. This is recognised as sometimes because children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- 39 The Senior DSL will ensure all staff understand the seriousness of child on child abuse and the indicators and risks associated with children who display sexually violent and sexually harmful behaviours, or inappropriate behaviour including sexting or other forms of on-line abuse or behaviours linked to issues such as drug taking and or alcohol misuse, and consensual and non-consensual sharing of nudes and semi-nudes images and /or videos can be signs that children are at risk, or inappropriate behaviour including sexting.
- 40 We will adopt the Government statutory guidance for a '**zero tolerance**' approach to abuse and will hold to account and challenge anyone who acts in a way which harms children or situations which

could lead to a culture of unacceptable behaviours, an unsafe environment for children for children and in worst case scenario a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We have a zero-tolerance approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will never be passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.” We will respond to all signs, reports, and concerns of child-on-child abuse, including those that have happened outside of our school premises, and/or online. We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported – we understand that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. The school has a separate Child on child abuse policy.

- 41 In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the victim(s) (the child who has been, or the children who have been harmed) and alleged perpetrator (the child who has allegedly harmed a child or children).
- 42 We acknowledge the specific legal duty placed on teachers should they become aware that an act of FGM (Female Genital Mutilation) appears to have been carried out **on a girl under the age of eighteen for the teacher to report to the police**. The Senior DSL will ensure all staff, but particularly all with teacher status, are conversant with the procedures required of mandatory reporting for concerns and risks related to honour-based abuse, female genital mutilation, forced marriage and ‘up skirting’ which all have a mandatory reporting requirement. All teaching staff will complete FGM training in line with statutory guidance.
- 43 We acknowledge the requirements placed on our *school for children who have complex needs and attend alternative provision*. *For those children we will ensure the safeguarding lead within the alternative education placement is fully aware of the child’s strengths, needs and vulnerabilities, to help the child have a successful transition and engage with their education.*
- 44 Where a parent or carer expresses their intention to remove a child from *our* school with a view to educating at home, we will work together with key professionals to coordinate meetings with parents/carers where possible and carry out the required arrangements detailed in the Education (Pupil Registration) Regulations September 2016, before *deleting the child from our admission register and before a child is taken off roll.*
- 45 The Designated Safeguarding Lead will work with the Flying High Partnership to further strengthen safeguarding compliance and culture. This includes maintaining and updating an ongoing Safeguarding Audit with the designated Safeguarding Governor and when applicable completing the external audit process with the External Safeguarding Consultant and/or Safeguarding Lead. The school safeguarding team will address any actions/recommendations identified from the audit within four/six weeks as agreed with the Flying High Partnership Safeguarding team.

For further safeguarding advice and support contact: Cheryl Stollery - Safeguarding Children in Education Officer.

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