





ManorAcademy

Child Protection and Safeguarding Policy

Working Together to Safeguard our Children

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Signed:  	
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1. Policy statement and principles

The Manor Academy recognises its responsibilities for safeguarding students and protecting them from harm.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

At The Manor, The Headteacher (Katrina Kerry) is the Designated Safeguarding lead and she is supported by 7 other colleagues that have been fully trained to support students in our school with safeguarding matters. The team includes Louise Meredith, Lisa Firman, Nichola Barsby, Kelly Nettleship, Kim Best, Emma Rawson and Jade Redfern.

There are a variety of statutory policies that link to this policy including: TTCT Staff Code of Conduct, TTCT safer recruitment policy, allegations against staff, complaints, pupil behaviour, children missing education and on-line safety.

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

Role	Name	Contact Details
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LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546

The Manor Academy

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2020 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

During the Covid-10 pandemic we have systems in place to ensure we always have a DSL onsite ready to respond to any concerns that are raised. The team of DSLs work closely with social workers and they are fully set up online to be able to attend virtual meetings if face to face is not possible due to a local lockdown.

2. Child Protection and Safeguarding Statement

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

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

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 (Working Together to Safeguard Children 2018, page 6). Is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Working Together to Safeguard Children 2018 (page 6).

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation: KCSiE 2020 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse.
- Contextualised abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying).
- Peer on Peer abuse.
- Racist, disability- based, homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery or exploitation.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2020 Part Five pages 69 to 77).
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues.
- Is at risk of or from serious violence and violent crime (KCSiE 2020 paragraphs 31 and 32).
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- 'Upskirting' - The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2020, Annex A page 94).

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

Our academy is led by senior members of staff and governors whose aims are 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 who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the academy whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline. To support students with their mental health and wellbeing we have 2 qualified Mental Health First Aiders. When students are identified as experiencing low mood our first aiders complete a wellbeing assessment with them and the information is shared with all teachers, including strategies to support them.

Our rigorous induction programme covers all aspects of safeguarding procedures staff, supply staff and volunteers receive appropriate safeguarding information during inductions and on a regular basis. We use our leadership QA opportunities check all staff know how to report concerns or disclosures.

The Snr Designated Safeguarding Lead (DSL), who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

The DSL and/or DDSL attend half termly Nottinghamshire Safeguarding Forum, where current guidance and updates are shared, plus an opportunity to network with other local schools. This allows the DSL team to be aware of current issues and respond in the most efficient way, and informing the most relevant agencies that present at the forum.

Our Child Protection Policy

There are six 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.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.

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

The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school who 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 RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
 - Recognising and managing risks including online, sexual exploitation, sexting and running away, as well as radicalisation.
 - Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
 - Recognising how pressure from others can affect their behaviour.
 - Knowing that as an academy we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

Following the new curriculum guidance we have created a timetable with 1 hours per week dedicated to teaching RSHE to all students. The lessons are planned by the DDSL and delivered by form tutors. The lessons are all linked to the content from the PSHE association. Through the lessons our students are supported to understand what constitutes a healthy relationship. They are taught how to recognise the risks associated with sexual exploitation, domestic abuse, relationship abuse, peer on peer abuse and emotional abuse, and are made aware of any support that they may need. The RSHE curriculum forms part of how we aim to support our pupils to develop in many aspects of their lives. This is also supported by a series of assemblies throughout the academic year. The curriculum is also personalised to cover the teaching of the top 3 safeguarding concerns each academic year. For 2020-21 the three areas are; Self-harm, Suicide and Neglect. All will be thoroughly covered through our lessons this year.

- We will take all reasonable measures to ensure any risk of harm to children's welfare is 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 (KCSiE 2020 Part Four Pages 56 to 68), and the NSCP local multi-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 regarding 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 school activities, vocational placements and alternative education packages. For overnight stays/residential the DDSL meets with trip leader beforehand to share any information that the trip leader needs to be aware of. They also have a direct number to contact DDSL should a safeguarding concern arise during the trip.

For children who receive off- site education or have alternative learning experiences in place we check DBS certificates and safeguarding policies from the providers. In our internal Alternative Provision we recognise students with extreme behavioural needs can be more vulnerable and they all have additional mentors to work with on a daily basis. The academy also work closely with our local police links who support us with education students that have previously engaged in crime to make better choices in the future.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2020 to:

- Ensure we have a Snr Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2020 Annex B).
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep 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; using the electronic management and recording system of My Concern.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns 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 positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

Our academy will endeavour to support the pupil through:

- Developing the content of the curriculum by ensuring that we meet the needs of the RSHE curriculum 2020, whilst also being proactive to local concerns and adapting our curriculum to deliver lessons/ assemblies/ emergency student briefings as and where appropriate.
- Maintaining an academy ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our academy.
- Our academy will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our academy they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.

In our academy we run a system based on restorative justice, all teachers work closely with students to discuss behaviour incidents including what went wrong, how everyone is feeling and what actions are required to insure the behaviour is not repeated. Our pastoral team has a PSO (Pastoral support officer) linked to each year group that can offer support to students who are in need of additional support in managing their emotions.

- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 8, published in March 2019), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by our SENCo, Deputy SENCo, Learning Assistants and Pastoral Support Officers.

There is a section on the schools website that sign posts links to the latest support available to all students. <https://www.themanor.notts.sch.uk/academy-life/safeguarding/>

Safe Staff and Supporting Staff

- The leadership team and governing body of the academy will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2020 Part Three and advised by Multi Academy Trust HR Services policy and practice guidance.

- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by the Trust.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The academy has in place recruitment, selection and vetting procedures in accordance with KCSiE 2020 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2020 Part Three paragraphs 164 to 171. This is supported by our HR partner (Sian Buxton) from the trust HR Services.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Staff can access a copy of this through MyConcern software.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by our HR partner at The Two Counties Trust before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the Headteacher (or the Designated Safeguarding Lead) 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 and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team. We also buy into an online counselling service through 'Health Assured' Employee Assistance Programme.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.
- Work experience checks are carried out by an external company the academy buys into to ensure safeguarding checks are completed.
- The very limited Alternative Provision used by the academy is fully DBS checked and has a clear safeguarding policy in place. A Learning assistant from the academy is always with the students as additional support too.

Links to other Local Authority policies

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

- Accessibility Plan.
- Anti-Bullying revised for 2020-2021.
- Attendance Policy.
- Behaviour Principles Written Statement – Within the academy Behaviour Policy
- TTCT Equality.
- Central Record of Recruitment and Vetting Checks.
- TTCT Complaints' Procedure Statement.
- Cyber-bullying – Within the academy Behaviour Policy
- E-Safety Policy.
- TTCT Freedom of Information.

- Female Genital Mutilation (FGM) Guidance Appendix 5
- Radicalisation – Prevent Duty- (School’s should have a Prevent Action Plan) Appendix 6
- TTCT Health and Safety Policy
- Home-school Agreement Document.
- Knife Crime Policy
- Peer on Peer Abuse - Sexual violence and sexual harassment between children in schools and colleges, and response to ‘upskirting’.
- Physical intervention/positive handling – Within the academy Behaviour Policy
- Register of Pupil Attendance.
- School Access Policy.
- School Behaviour with COVID19 addendum
- Knife Crime Protocol 2019 (multi-agency).
- New: Relationships, Sex and Health Education (KCSiE 2020 Paragraph 94).
- New: Mental and Physical Health (KCSiE Part One paragraph 4 paragraphs 34 to 40 and paragraphs 113 to 116).
- Special Educational Needs.
- CRB - Use of Reasonable Force Policy/ Guidance – Within the academy Behaviour Policy
- TTCT Code of Conduct
- TTCT Staff Discipline Conduct and Grievance
- School information published on a website.
- TTCT Visitors and VIP Policy.
- TTCT Whistle Blowing Policy.
- Guidance for NSPCC helpline and usage (KCSiE 2020 paragraph 70; when to call the police guidance from the NSPCC). [click for link](#)
- Suicide Prevention Policy
- Intimate Care Policy
- Covid-19 pandemic and Government non-statutory interim guidance (KCSiE 2020 page 3 COVID-19 addendum). Appendix 7

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link: <https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

3. Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone in our academy who comes into contact with children and their families have a role to play in safeguarding children. All staff in our academy consider, at all times, what is in the best interests of children. Form tutors ...

Staff in the academy hold a variety of roles that contribute to keeping children safe, classroom teachers are aware of how to raise concerns and form tutors work closely with Heads of Years and PSOs to support children the academy have safeguarding concerns about.

All staff within our academy are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by contributing to a bigger picture in reporting all of their concerns regardless of how minor/ insignificant they may seem at the time. This is embedded into the culture of the school and all staff understand the importance of their contribution in keeping all of our children safe.

All our staff are aware of the early help process and understand their role in this.

This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

The academy employs a team of PSO's (Pastoral support officers) that work closely with children, families and partner agencies. This can take the form of emotional, behavioural and mental health. We also have 2 additional mental health first aiders who support this work in school.

Parents/ carers can come into school to seek support or advice, plans are made via contact with form tutors.

The academy does recognise the importance of children and social workers meeting during the school day where required and we have 4 non-teaching DSL's to work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child's needs are met at any time of the day. We also in emergency cases work during the school holidays for high level cases.

We understand that Children are potentially at greater risk of harm who need a social worker due to safeguarding or welfare needs, we work very closely with all external agencies to address safeguarding and child protection concerns in this area.

We do recognise how a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health (see KCSiE 2020 paragraph 109). Again, the PSO's Heads of Year and attendance team all support in this agenda.

We sign post children, parents and carers to for support, in school and through our website, posters around the academy, half termly well-being newsletters and during staff briefings and pastoral meetings.

Safeguarding Training

All our staff are aware of systems within academy and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2020.

Our academy utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually. It is always completed on the first day of the Autumn term as part of the INSET CPD. This is followed up by online training on EVERY.

NCC provides DSL training and staff are kept up to date with any local or national changes to safeguarding guidance via our DSLs.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. Clarification of this role and its importance is always stressed in the annual training. All DSLs share good practice on lessons learned from working closely with social care to support our students.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

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

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2020.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL’s are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

The academy engage in learning opportunities and partnership work with the NSPCC, TETC team, Police Early Interventions Officers, PCSO’s, CSAE counselling services and Fearless.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2020 paragraphs 19 to 28), and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help (KCSiE 2020 paragraph 18).
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.

- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2020 Part Four ‘Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers’).
- KCSiE 2020 Part Four Allegations of Abuse made against teachers including supply teachers, other staff and volunteers and contractors’, paragraph 211: Includes behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of schools/college which did not involve children but could have an impact on their suitability to work with children.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

Teachers (including NQTs) and Headteachers – Professional Duty

The Teachers 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.

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

Care leavers are treated exactly the same as other children who are currently looked after. The designated LAC teacher will work with them as a mentor and support them throughout their time in the academy.

Designated Safeguarding Lead

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

We also have a Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

We also have an additional 6 deputy DSLs because we have 1100 students on role and we have dedicated teams for each key stage. All DSLs have completed the required training and often attend additional optional training, usually offered by the local authority.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.

The Snr DSL and DDSL meet on a weekly basis and the DDSL meets with the DSL team on a weekly basis too. This ensures that everyone is fully informed and able to respond to the needs of children subject to safeguarding concerns.

Where students are identified as vulnerable or have safeguarding concerns, they are allocated a DSL who will be their point of contact in school and will liaise with home and external agencies. This person will engage with the student in school and give the student confidence in speaking about their issues as they know that the DSL is aware of all situations, allowing trust to be built and an openness to share information.

Work with others

- Liaise with the Headteacher/principal (where the Snr Designated Safeguarding Lead role is not carried out by the Headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2020) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/ LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.

Our DSL or DDSL attends all of the NCC Designated Safeguarding Lead Focus Group Meetings which take place half termly at schools/academies around the County. They also attend TETC training.

The DSL's feedback information to other staff or help to raise awareness of emerging threats and risks throughout the academic year in whole staff briefings that take place on a Monday morning and key information is also shared in weekly meetings with Heads of Years. PSO's who are also DSLs attend NCC training. A variety of staff have also completed online training with the NSPCC for safer recruitment.

DDSL has planned all PSHE lessons which link to key safeguarding issues for staff across the academy to teach. The TETC team have provided some whole staff training, and staff have attended specific training sessions on a range of safeguarding measures. The schools police link attends school regularly and works with both the DSL team and also students via group sessions and assemblies.

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least

annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 8, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2020 Annex A pages 89 to 91).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home. (KCSiE 2020 Paragraph 92 and Annex C).
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

Raise awareness

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

Child Protection file

- The Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.

All concerns are logged via my concern and electronic records kept. Requests for information are shared where required by external agencies, and reports completed to allow external agencies to support students where necessary.

Should a student transfer, on acknowledgment from the new institution that they are on roll, we will transfer their records (electronically where possible, or in person where local, or via recorded delivery if required, with the receiving school signing to say that they have received the records.

Availability

- During term time the Snr Designated Safeguarding Lead (or a Deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2020 paragraphs 45 and 46, 67 to 73, and Annex B.

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.
- The academy has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other 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 such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the Whole School Child Protection Policy; the Staff Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2020.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the Headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2020). If the allegation is against the Headteacher/Principal, then the Chair of the Governing Body will manage the allegation – see below.
- As our academy is part of TTCT MAT we are also supported by the Head of Human Resources with any cases that could be referred onto the Disclosure and Barring Service and/or Teaching and Regulation Agency
- The CEO would also offer support to the academy at this if it was required.

Governing Body and Multi- Academy Trusts

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2020 Part Four: 'Allegations of abuse made against teachers,

and other staff, including supply teachers and volunteers', HM Working Together to Safeguard Children 2018 and the recently published HM Government guidance Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018 and KCSiE 2020 paragraph 84, the additional clarification about GPDR and withholding information.

- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2020 Part One, Annex A and Part Five as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- 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, order to discharge their responsibilities and act as the academy's 'critical friend'.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the Headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2020 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the Headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the academy has the training and resources to manage any concerns or incidents harmful.
- Be alert to the growing concerns involving knife crime and ensure the academy works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.

- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the academy and be available to act decisively upon them.

4. Looked After Children

The Role of Designated Teacher and the Designated Safeguarding Lead

A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.

- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
- We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our academy pastoral system. As an academy, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.
- Our designated LAC teacher is Mr Hudson and he is supported by Mrs Wilson to fulfil this role.

Care Leavers

We recognise those children and young people who cease to be Looked After and become 'care leavers', should remain supported and our Designated Teacher and school staff will work with the Personal Advisor appointed for them, where one is appointed, to help develop a pathway plan with them and the young person. In our academy the LAC teacher supports care leavers in the same way as they support children who are currently looked after.

5. Identifying Concerns

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

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

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;

- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs, are influenced by gangs and drug and knife crime;
- Children who have limited or no support or supervision when online and or using social media sites outside of their understanding or age limits.
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.
- Children with mental or physical health issues or needs.
- Children or young people with 'carer responsibilities beyond their age or limitations'.

Our staff will be familiar with procedures to be followed regardless of their role in school.

6. Categories of Abuse

The four categories of child abuse are as follows:

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

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

Some of the Possible Indicators Could Include:

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or

developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some of the Possible Indicators could include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

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

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self- esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Upskirting is discussed within our academy and staff have been informed this is now a criminal offence and the actions that should be taken to report it. Our Peer on Peer Abuse policy take's 'Upskirting' into account. Within the academy, no student is allowed to use a mobile phone at any point and we feel this will assist us in ensuring this does not happen to children in our care.

In the scenario of a localised lockdown we feel we have further supported our children and their parents by raising awareness of on-line abuse which maybe a greater issue when children are not in attendance at schools through our newsletters and links to useful information on our website. We have a comprehensive risk assessment in place for online teaching via Microsoft Teams to protect children who are engaging in learning remotely and may have limited supervision from parents/carers. The guidance we have given supports parents and children to remain free from risk, exploitation or grooming.

Contextualised Safeguarding

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of the academy and/or can occur between children outside of school. All our staff, but particularly our Designated Safeguarding Leads (DSL's) will consider the context within which such incidents and or behaviours occur. We recognise this is known as 'contextual safeguarding' and will consider by assessing whether wider environmental factors are present in a child's life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Our DDSL has planned a series of lessons to be taught in PSHE time that address:

- Child Sexual Exploitation – CSE.
- Radicalisation and Extremism.
- Criminal Child Exploitation – CCE.
- Serious Youth Violence - County Lines.
- Human Trafficking.
- Harmful Sexual Behaviour – HSB.
- Sexual Violence and Sexually Harmful Behaviour
- In addition to additional lessons on our top 3 safeguarding concerns logged on MyConcern in the previous year (2020-Suicide, self-harm and neglect)

Our staff will be alert to the potential needs for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan EHCP).
- is a young carer.
- is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern-day slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.

- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- has an age inappropriate understanding of sexualised behaviours.
- is privately fostered.

Our academy will address any revisions to the guidance and review your child protection policy to include any future revisions, if further responses are required to manage the Covid-19 pandemic at any point, for example in the event of a local lockdown being enforced.

7. Children with Special Educational Needs

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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

The academy implement a variety of additional arrangements for safeguarding children with SEND they include; Mrs Wilson being fully trained in physical and manual handling, the academy also has a group of staff trained on with wheelchair handling. PDSS undertook a site assessment in July to ensure we can meet needs of students transitioning. Although this was not as comprehensive as normal due to covid restrictions they were confident with what they saw around our site - disabled toilets and our previous provision they deemed we "excelled ". All our present equipment including the plank was also deemed as kept to a very high standard. Medication is managed well, Mrs Sullivan has up to date medical information and training to support all SEND children with physical needs.

Each equipment we use is individual to the student and has been assessed and passed by PDSS. We continue to liaise with both PDSS and OT - as well as parents and endeavour to support our legal / moral and individual child's needs. All transportation is coordinated by county or our school. Any transportation other than this in staff vehicles are done with business insurance and complies with our MAT policy.

Taking action where concerns are identified

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

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Snr Designated Safeguarding Lead to agree a course of action.

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

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

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions;
 - Leading questions should be avoided as much as possible
 - Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but will 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 Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency.

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

8. Confidentiality

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

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

The Headteacher or Snr Designated Safeguarding Lead 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. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

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

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2018 para 23).

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

- DfE KCSiE 2020 paragraphs 82 to 88 and paragraph 94 has been updated to further clarify about GDPR and withholding information.
- HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).
- Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.

All Staff and Governors have completed GDPR eLearning via Every.

9. Recording and Monitoring

(KCSiE 2020 paragraphs 55, 87, 88, 240 to 243, Part Five, Annex B page 100 to 101)

Our academy uses My Concern to record all safeguarding concerns and follow up correspondence from all agencies involved with the support of individual students. All staff are training in how to log concerns and DSLs have updated training on how to maintain records and add to cases.

Any concerns about a child will be recorded in writing on my concern 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 electronically signed, dated and, where appropriate, witness statements uploaded. Where an opinion or professional judgement is recorded this should be clearly stated as such.

My concern records are maintained through the chronology of events and are clearly labelled as update/actions/feedback etc. Where concerns or referrals are passed on to external agencies, these are uploaded and recorded with the students' records. Any meeting agenda's or action plans are also uploaded and recorded when received from social care/agencies. These records allow the DSL team to track the journey of the student. Where concerns or incidents are resolved, these are 'filed' by the DDSL to highlight that there is no longer involvement or concern.

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 e.g. MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in

their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a red C in the top right-hand corner to denote a separate file exists, this is also marked on Sims so staff with access are aware and DSLs can look up on My Concern software.

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

Why recording is important

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

Our academy, The Manor Academy uses My Concern software to maintain electronic records/ files for all students who have ever had a C file. On admission to the school all paper files from previous schools are scanned onto their electronic file on My Concern. This system is robust, secure and appropriate.

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

The Child Protection (CP), Child in Need (CiN) or Confidential file (KCSiE 2020 paragraphs 55, 87, 88, 240 to 243, and Annex B pages 100 to 101).

The establishment of a Child Protection, CiN or Confidential Safeguarding 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 should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

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

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

All 'child protection' or 'confidential' file should contain:

- 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 academy will keep electronic records of concerns 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, the software the academy uses is called My Concern. All staff members have an individual log in for access to record a concern and only

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

The 'confidential' file can be active or non-active in terms of monitoring i.e. 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 arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

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

There should be a smooth and safe transition for the child.

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

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

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

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

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision Version 8 document published March 2019, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

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

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral

staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Educating Young People – Opportunities to teach safeguarding (KCSiE 2020 paragraphs 93 to 95).

As an academy we will teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2020.

At the Manor Academy our students are supported to understand what constitutes a healthy relationship. We are fully trained on the requirements of the new RSHE curriculum and will be introducing the lessons this academic year. Students are taught how to recognise the risks associated with sexual exploitation, domestic abuse, relationship abuse, peer on peer abuse and emotional abuse, and are made aware of any support that they may need. The RSHE curriculum forms part of how we aim to support our pupils to develop in many aspects of their lives.

The Manor Academy is committed to promoting the safe and responsible use of the internet. Through the academy's PSHE programme, assemblies and guest speakers, we do our best to provide our students with the awareness and knowledge they need in order to recognise and avoid dangerous, destructive, or unlawful behaviour and to respond appropriately.

To support parents/carers to deal with the issues surrounding e-safety, the internet and social media, the academy would like to highlight the following sites:

Parental Support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world .
- [Let's Talk About](#) It provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, or by emailing help@nspcc.org.uk
- **CEOP – for advice on reporting online abuse** <https://reportharmfulcontent.com/>

10. Appendices

The following appendices are a part of this policy:

<u>Appendix 1 - NCC LA Flow Chart 'What to do if you are worried a child is being abused</u>
<u>Appendix 2 -Template: My Concern Case Record and Chronology form</u>
<u>Appendix 3 -Template: My Concern Logging a concern about a child's safety and welfare</u>
<u>Appendix 4 -Template: My Concern Body Maps Guidance and Body Maps</u>
<u>Appendix 5- Female Genital Mutilation</u>
<u>Appendix 6 - Radicalisation</u>
<u>Appendix 7 – COVID19 Addendum</u>

Appendix 1 - NCC LA Flow Chart 'What to do if you are worried a child is being abused'

Name of School/Academy Child Protection/ Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'

Member of staff, volunteer has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviour.

Where a child or young person discloses abuse or neglect

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe. **DO NOT DELAY take any immediate necessary action to protect the child.**
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information onwards.
- Do not question further or inform the alleged abuser.

Discuss concerns with the Snr Designated/ Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or 'child protection' file should be opened, stored in line with the school child protection policy.

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

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

Safeguarding concern Resolved /no longer held

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

Children's Social Care

During Office Hour, Monday to Friday

Multi Agency Safeguarding Hub (MASH) Tel: - 0300 500 80 90

If the child is at immediate risk

TEL: 101 and ask for assistance Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures –

Out of hours

Emergency Duty Team 5.00pm – 8.30am

Tel 0300 4564546

NSPCC Whistle

Blowing Tel:

0800 028 0285

Unmet needs identified

Decide what actions are needed to support the child.

Consult with child young person, family and relevant agencies: Agree support, refer to NSCP guidance 'Pathway to Provision' Version 8

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) Tel:- 0115 8041272.

Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

This flow chart is intended as a brief guide. Please refer to our Child Protection Policy

INFORMATION/FRONT SHEET AND CHRONOLOGY

SAFEGUARDING LOG

All students who have had a referral made at some point will have a dash on 'My Concern' Software, this creates a log for each child detailing all referrals

Concerns Dashboard

Categories Type to Search... Urgency All Priority All

Filter

Inbox Open Filed

10 records per page Filter Results

Concern ID	Concern Summary	Class	Categories	Reported By	Reported At	Concern Date/Time	Associated People	Owning Group	Status
2018_2	In art, [redacted] was told off so started punching tables and acting very aggressively. Students later said that he daily says he wants to kill himself if he doesnt get his own way.	8.1 NBA	Behaviour	Louise Meredith	28/6/18 08:40	27/6/18 15:00	[redacted]	DSLs	Filed
2018_1	Two girls reported that [redacted] has self harmed.	9.4 KBE	Self Harm	Louise Meredith	26/6/18 20:42	26/6/18 10:00	[redacted]	DSLs	Filed

Showing 1 to 2 of 2 entries

Previous 1 Next

Appendix 3. Logging a Concern

Logging a concern about a child's safety and welfare

Safeguarding Concerns / Disclosure form

Private & Confidential

At The Manor Academy all referrals are logged using 'My Concern' software

Report a Concern

Name(s) of Pupil(s) Q

Concern Summary

Concern Date/Time

Details of Concern


Is this urgent? If YES, please check this box.

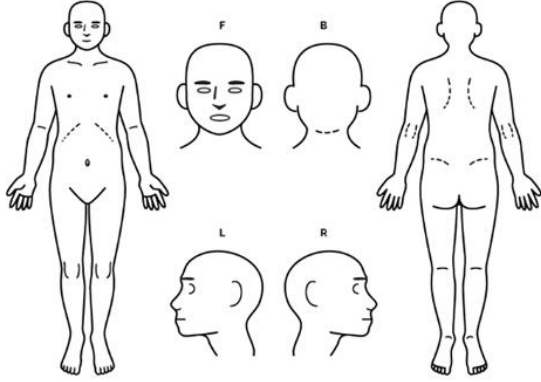
Action taken

Attachment

 Please attach any media that is relevant to this concern.


Add Child/Adult Body Map





This Body Map will be attached to the Profile of the following person:
 DoB:

Body Map Annotation

 Now that you have positioned a mark on the map, type a description in the box below. If the mark is incorrectly positioned, click on the Remove button to start again.

Part 2 (for use by the Snr Designated Safeguarding Lead (DSL))

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

Appendix 4 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,**

e.g. MASH or the child's social worker if already an open case to social care.

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

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

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

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's child protection file (A copy is available on the Myconcern software).

BODYMAP

(This must be completed at time of observation)

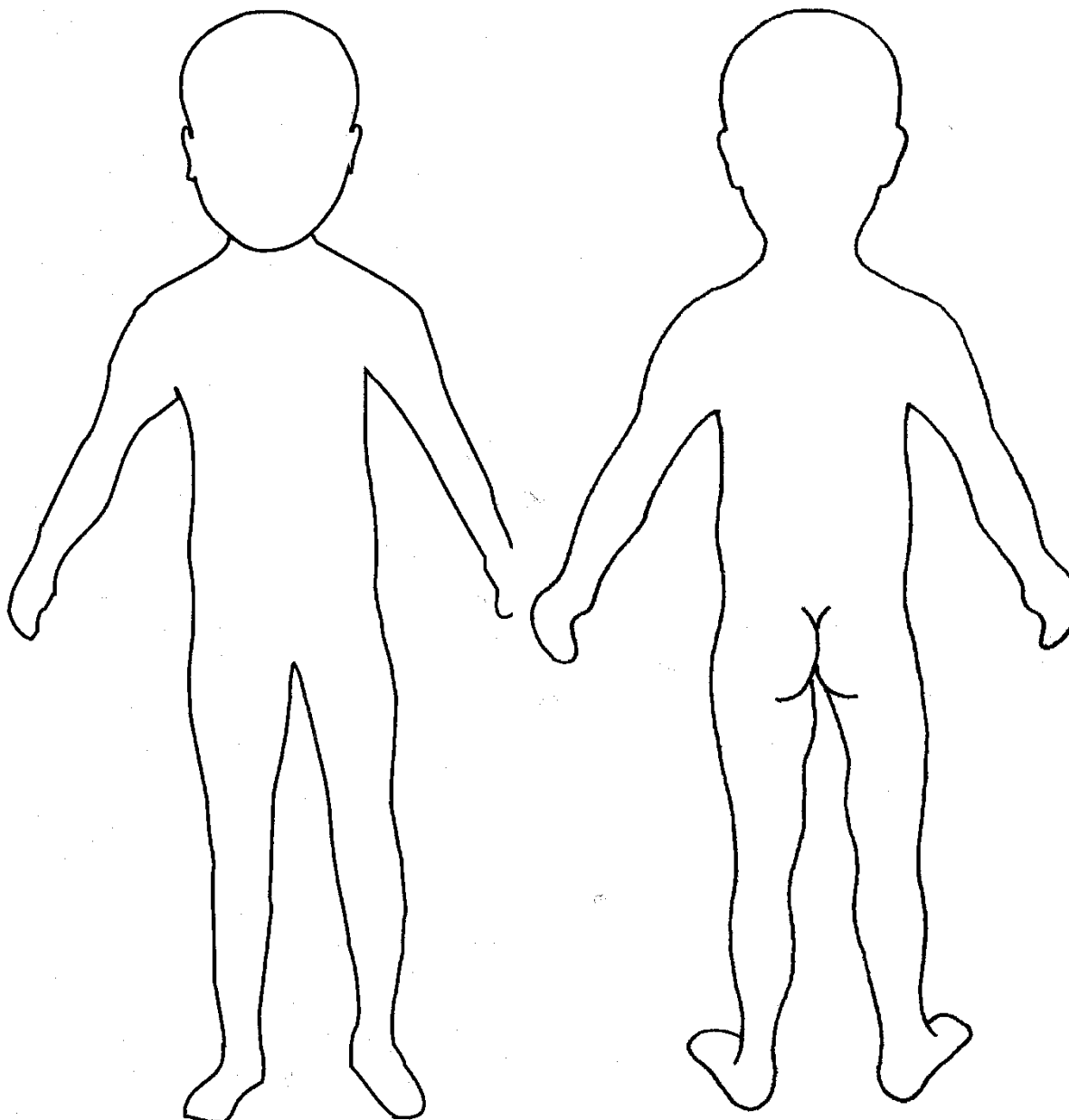
Names for Child: _____

Date of Birth: _____

Name of Worker: _____

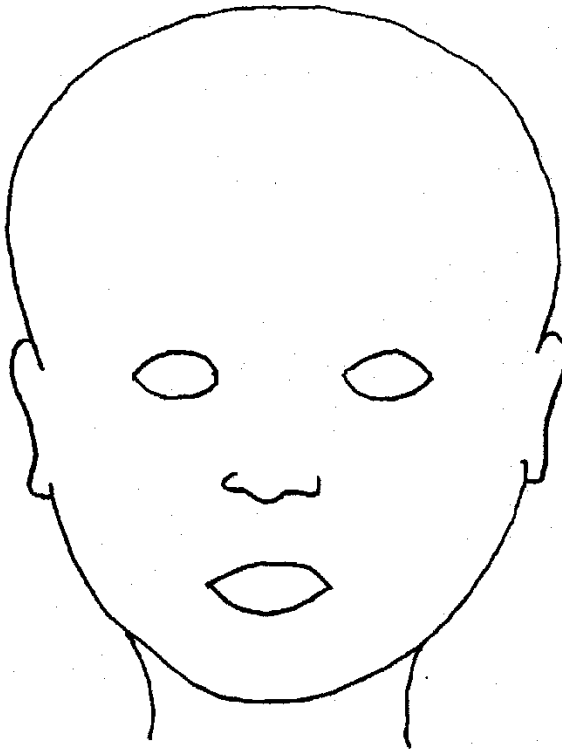
Agency: _____

Date and time of observation: _____

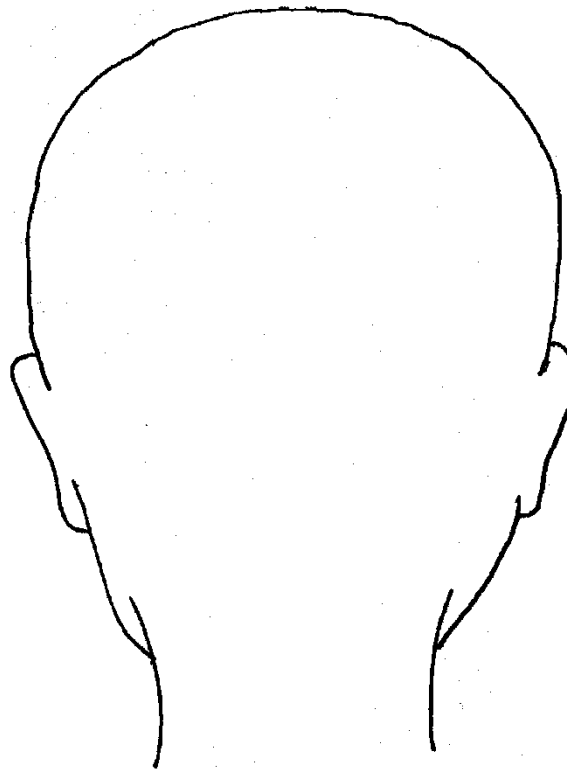


Name of Child: _____

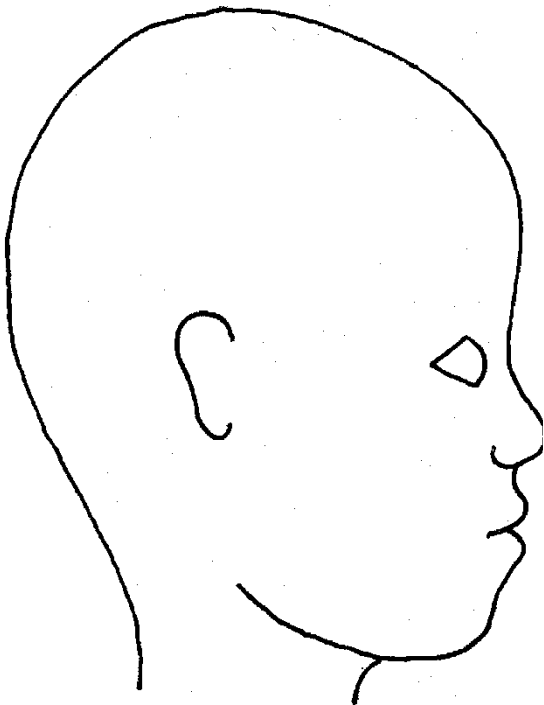
Date of observation: _____



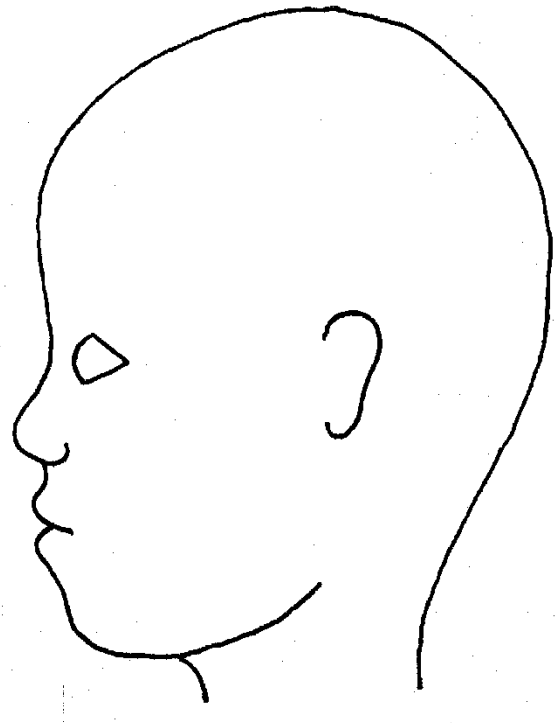
FRONT



BACK



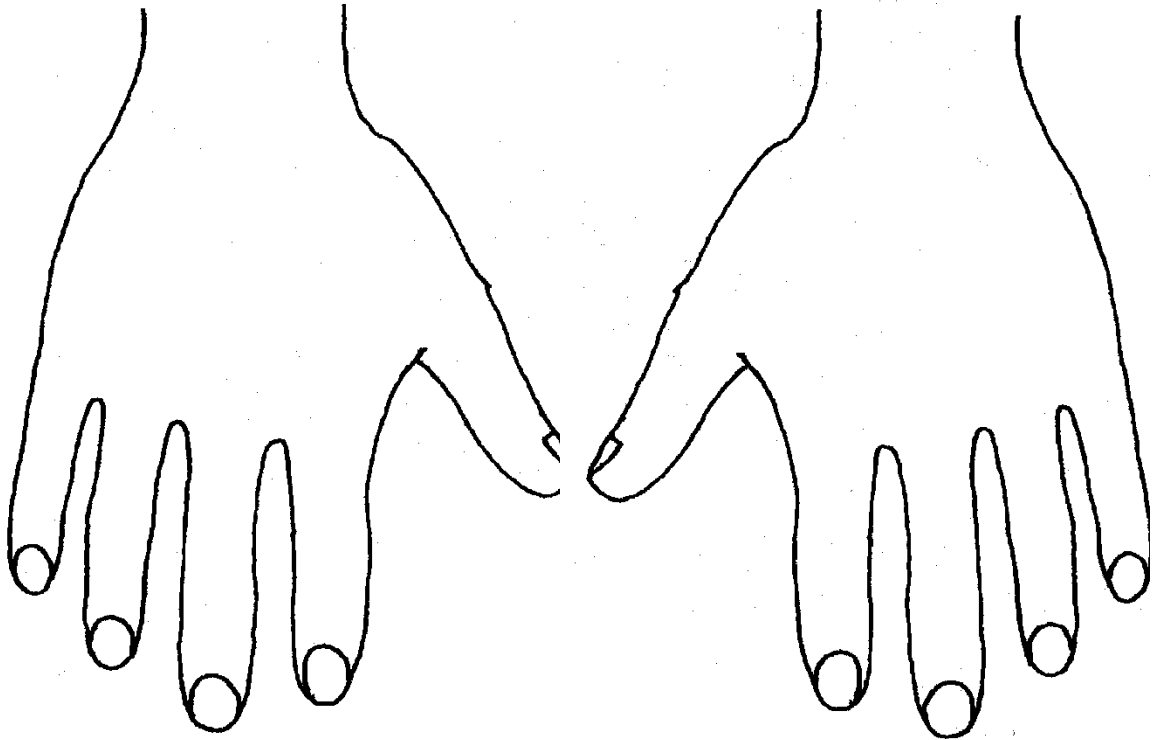
RIGHT



LEFT

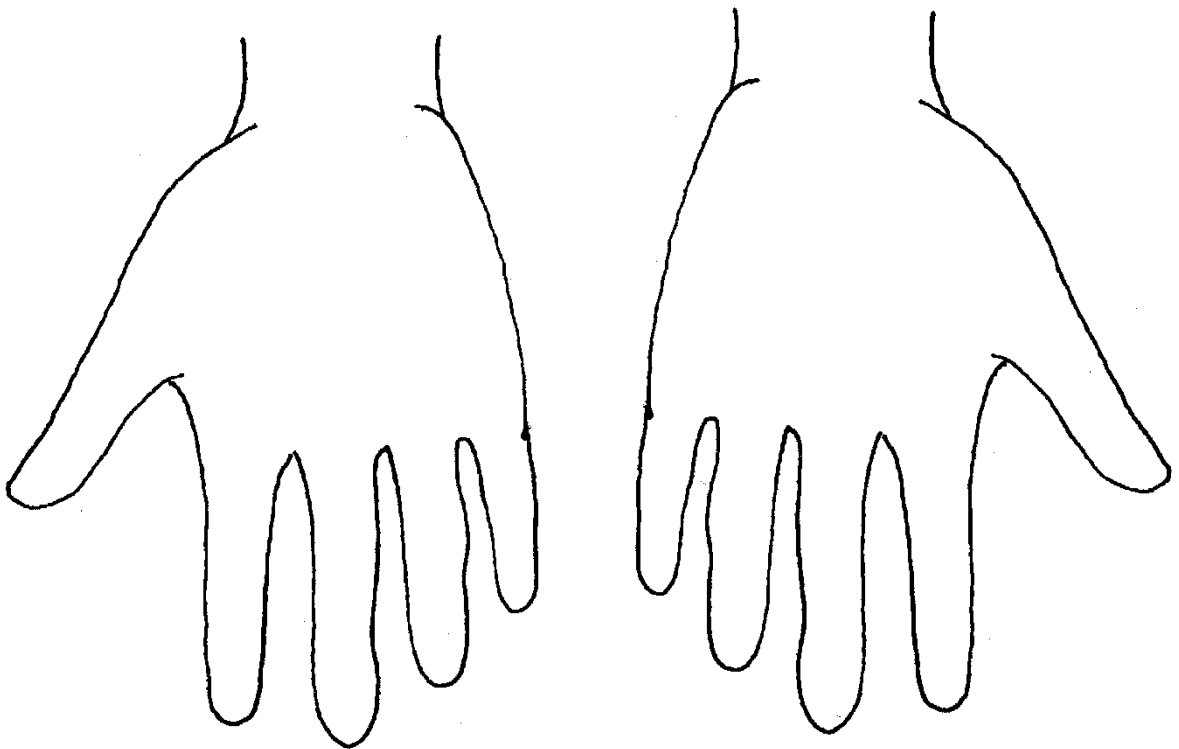
Name of Child: _____

Date of observation: _____



R
BACK

L

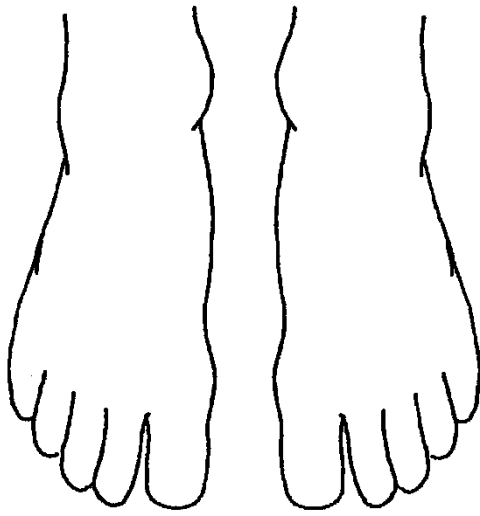


R
PALM

L

Name of Child: _____

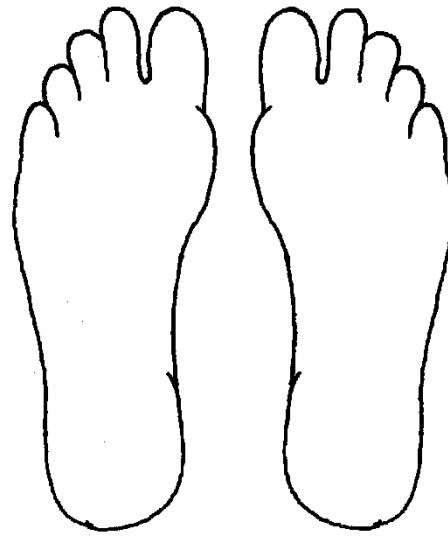
Date of observation: _____



R

TOP

L



R

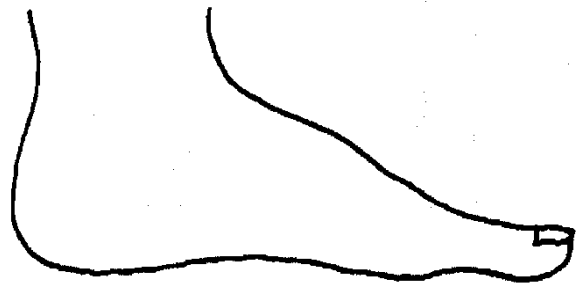
BOTTOM

L



R

INNER

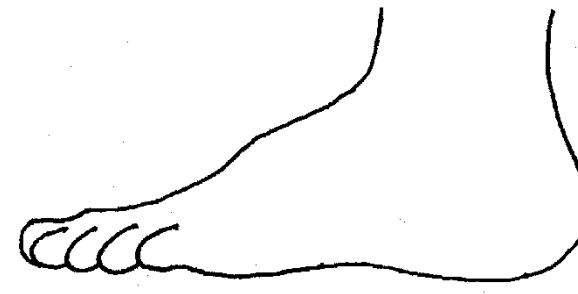


L



R

OUTER



L

Printed Name and
Signature of worker: _____

Date: _____
Time: _____

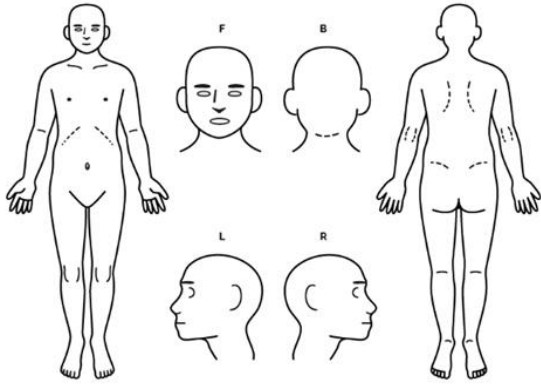
Role of Worker _____

Other information _____

My Concern Body Map

Add Child/Adult Body Map

To begin, please click on the image below to record the position of a mark.



F B

L R

This Body Map will be attached to the Profile of the following person:
[Name] DoB: [Date]

Body Map Annotation

Now that you have positioned a mark on the map, type a description in the box below. If the mark is incorrectly positioned, click on the Remove button to start again.

Exit without saving

Hide

Appendix 5

Female Genital Mutilation

Guidance Notes for Staff/Governors

Female Genital Mutilation is a safeguarding issue; it is student abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies within the Nottinghamshire Safeguarding Students Board procedures [NSCB procedures FGM](#). This guidance is based on national non-statutory government guidance (2011) [Govt guidance FGM](#).

A new duty for Teachers to report 'known' cases of Female Genital Mutilation FGM was introduced on the 31st October 2015. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

FGM is a procedure that includes the partial or total removal of the external female genital organs for 'cultural' or other non-therapeutic reasons.

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a student abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences; this is the scale of the problem. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of students have the procedure between the age of 5-8 years.

Academy staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A student may talk about a long holiday to a country where the practice is prevalent.
- A student may confide that she is to have a 'special procedure' or to attend a special occasion.
- A student may request help, directly or indirectly, from a teacher or another adult.
- Any female student born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female students in the extended family.
- A girl is withdrawn from PSHE/SRE.

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing.
- Spending longer in the bathroom.
- Urinary or menstrual problems.
- Prolonged absence and then noticeable behaviour changes.
- Reluctance to undergo normal medical examinations.
- May confide in a professional but may not be explicit or may be embarrassed.

Where you know or suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- You have a duty to protect, safeguard and share information.
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent).
- There will be potential enquiries under Section 47.
- Potential police enquiries.

- Possible use of police protection or legal orders such as EPO, prohibitive steps but not necessarily the removal of the child.

Government Equalities Office: Fact sheet [Equalities Office Fact Sheet](#)

The link is:

<http://media.education.gov.uk/assets/files/pdf/s/safeguarding%20children%20from%20female%20genital%20mutilation%20-%20factsheet.pdf>

Appendix 6

Prevent Duty and Radicalisation

There are now duties imposed on schools under the 'Prevent Duty' CTSA2015. The Academy must have due regard to the need to prevent people from being drawn into terrorism of the 'Prevent Duty' Guidance issued by the DfE. The link is:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

We do:

- Risk assessment
We assess the risk of students being drawn into terrorism. We have clear procedures in place for protecting students at risk of radicalisation.
- Working in partnership
We ensure their safeguarding arrangements takes into account the policies and procedures of the NSCP. We effectively engage with parents.
- Staff training
Staff are trained to identify students at risk of being drawn into terrorism and challenge extreme ideas.
- IT policies
We ensure that students are safe from terrorist and extremist material when accessing the internet in school.

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

The essence of our policy, however, is that we seek to protect students 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 an academy 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 and PHSE curriculum, SEND policy, assembly policy, our SMSC and anti-bullying work, and in our policies for use of the academy premises by external agencies and our IT policy.

Visitors to The Manor Academy will be managed in line with our Visitors Policy, guest speakers coming into academy will never be unsupervised. Each person visiting the academy will receive an expectations of visitors leaflet.

Appendix 7

COVID-19 Addendum

We will follow the guidance set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE to:

- Ensure that we have the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead available by email or phone on each day that the academy is open to key workers. The member of SLT on site each day will co-ordinate communication with the DSL or DDSL as required.
- Ensure that every member of staff knows the process of raising safeguarding concerns during the COVID-19 closure.
- Ensure that key staff who have received safeguarding training make regular contact with vulnerable students or those under social care involvement who aren't accessing the school's offer.
- Ensure that particular attention is given to mental health during the COVID-19 closure, and that staff and students are given frequent advice on ways to access support.
- Ensure that students are given strategies to stay safe online whilst working remotely, and ways to report any concerns they may have, along with ensuring that parents have the information they require to keep their children safe online.
- Ensure that any new member of staff or volunteer that comes onto site has completed the necessary checks.