



Policy Title: CHILD PROTECTION AND SAFEGUARDING POLICY AND PROCEDURE

Section: C

Policy No. C.2

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Name of Originator: JMc

Designation: DSL

Please see addendum relevant from January 2021: COVID 19 Response

Policy statement and principles

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, including 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; and taking action to enable all children to have the best outcomes.

All Staff recognise their responsibility in taking action where a child is suffering significant harm or is likely to do so. The school also has responsibility to take action to promote the welfare of the child in need of additional support even if they are not suffering harm or at immediate risk.

The Government requires schools to report any obvious or suspected cases of child abuse to social care. There is a mandatory duty to report to the Police where it is discovered (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 years.

This procedure is intended to protect children at risk and staff are encouraged to take the attitude where there are grounds for suspicion it is better to be safe than sorry.

All school staff should be prepared to identify children who may benefit from early help, especially important due to the nature of our pupils communication needs.

Staff have been made aware that anybody can make a referral and that if the child's situation does not appear to be improving the staff member with concerns should press for re-consideration, or make a direct referral themselves to Social Services.

It is hoped parents will appreciate the difficulties of carrying out this delicate responsibility, as we act in what is believed to be the child's best interest.

Role	Name	Contact Details
Designated Governor for Child Protection/ Safeguarding	Judy Clegg	Dawn House School 01623 795361
Designated Safeguarding Lead	Jenny McConnell	Dawn House School 01623 795361
Deputy Safeguarding Lead	Kathy Horton	Dawn House School 01623 795361
Deputy Safeguarding Lead	Philip Chandler	Dawn House School 01623 795361
Deputy Safeguarding Lead	Rebecca Baxter	Dawn House School 01623 795361
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

Our policy applies to all staff, governors and volunteers working at Dawn House School 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 The Dawn House School 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 [KCSIE2020] and HM Working Together to Safeguard Children 2018 are incorporated into this policy. All staff will be required to read at least Part 1 and annex A of KCSIE 2020, additionally School Governors and ICAN Directors will also read Part 2 [Responsibilities of Governors,

proprietors] The School Business Manager will read Part 3,[recruitment. selection and pre-employment] The School's Senior Leadership Group will read Part 4[Allegations made against teachers and staff].

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, neglect and poor mental health and wellbeing, 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 and governors/ members of Dawn House School 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 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; and
- taking action to enable all children to have the best outcomes.

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 well-being, including their mental health.
- 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.
- Intimate care and emotional wellbeing.
- Online 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, etc) and prejudice based bullying.
- Peer on Peer abuse.
- Racist, disability and homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation and human trafficking.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment (defined in part 5 KCSiE 2020 Part Five pages 69 to 82).
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence (County Lines).
- Serious Violence (KCSiE 2020 para 31).
- Particular issues affecting children including domestic violence, female genital mutilation and honour-based violence and forced marriage.
- 'Up skirting'- a criminal offence from 2019 (KCSiE 2020 para 29).

All staff members should be aware of systems within school which support safeguarding and these will be explained to them as part of induction.

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- This will include:
- The Child Protection Policy
- The Staff Code of Conduct
- The Whistleblowing Policy
- The School Behaviour Policy
- Personal Phone and Portable Device Policy
- The role of, and how to contact, the Designated Safeguarding Lead and deputy designated staff.

Copies of policies and a copy of Part one and Annex A of Keeping Children Safe in Education are provided to staff at induction and signed records are kept to this effect.

Our Dawn House School 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 Dawn House School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

All students are supported holistically through a core team approach. The core team includes the class teacher, speech and language therapist and teaching assistant. The core team works in close collaboration with the Wellbeing Team, Occupational Therapy Team and external agencies such as CAMHS and Social Care [the school's Child and Adolescent Psychotherapist.

Remove] The staff team is very skilled at listening and interpreting children's communication. Staff have regular communication and behaviour training to ensure the children have a voice and it is understood. The safeguarding team will always work closely with one another to fully support children and understand the wider contextual information associated surrounding individuals.

The Designated Teacher for looked after children will be invited to the Safeguarding Team meeting to ensure needs of looked after children are represented.

Dawn House School is led by the Senior leadership Group, school governors and ICAN trustees 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 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/ Designated Safeguarding Deputies, or a member of the senior leadership group is informed as soon as possible.

The designated safeguarding lead and deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children and NPCC- When to call the police documents.

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 school's whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

All staff members will receive appropriate safeguarding and child protection training which is regularly updated. This will include aspects such as Sexual Exploitation, FGM, Radicalisation, Modern day slavery human / trafficking, Peer on Peer abuse, Mental Health and wellbeing including Adverse Child Experiences, upskirting etc. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All supply staff will receive information regarding the school's staffing and safeguarding procedures.

Staff are made aware of the signs of abuse and neglect and the guiding principle is an attitude of 'it could happen here' where child protection and safeguarding are concerned:

All Designated Safeguarding Leads (DSLs), who are familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

The Safeguarding Team at Dawn House School has a strong presence around the school providing support throughout the time school is open to children.

The team approach ensures that there is sufficient professional curiosity to consider concerns and agree the next steps. The Safeguarding team may offer support and guidance to colleagues within the school setting. The Safeguarding Team will decide whether to discuss with parents and who would be best to make the call.

The Safeguarding Team will decide under the guidance of the DSL whether to refer to outside agencies. The Safeguarding Team will follow local Safeguarding Partnership protocols when making referrals to outside agencies. The ICAN Director of Education will be notified when making a referral to outside agencies, and may include MASH, LADO, Children's Social Care Emergency Duty Team and CEOP.

Our Child Protection Policy

There are five main elements to our policy:

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

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to 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 PSHE 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 a school 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.

- 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 (DfE Keeping Children Safe in Education 2020 Part Four Pages 56 to 69), 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 with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Ensure that everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.
- Ensure that pupil's accessing off site provisions will have individual risk assessments highlighting areas of concern and measures to minimise risks.
- Ensure that staff supporting pupils during offsite activities will receive a non-photo-abled mobile to maintain contact with the school.
- Ensure that, when accessing other provisions, pupils and staff will work within the policies of establishment and use their reporting procedures in addition to reporting to the Safeguarding Team at Dawn House School.
- Attendance at alternative settings is also closely monitored.

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 Designated Safeguarding Lead (DSL), who is a member of the school leadership team, and a Deputy Safeguarding Leads for child protection/safeguarding who has received appropriate training and support for this role.
- Ensure 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.
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the 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.

Record keeping and retention

- Child protection / safeguarding files are kept securely in a locked cabinet, and securely through CPOMS, and accessed only by the DSL and deputies. If any other individual requires sight of a record (e.g. police, Ofsted inspector) the date, name and reason will be recorded on the child's chronology.

- Each pupil for whom there are safeguarding concerns will have their own file; the front sheet of the file will include contact details of those with parental rights / responsibility, any other agencies involved and contact details of allocated social workers, etc. All *cause for concern* forms are kept in the child's CP file and a chronology will be kept for each child that has a CP file.
- On leaving Dawn House School, child protection files are handed to the new establishment within 5 days and transferred separately from any other pupil information. If the file cannot be transferred by hand, we will send it by recorded delivery, having notified the DSL of the new school to expect it. We do not copy CP records, except where the original has been posted to a new setting in which case the photocopy will be destroyed as soon as safe receipt is confirmed. Written confirmation of receipt of the file will be requested from the new establishment. Dawn House School will retain a copy of the chronology if one exists – the last entry on the chronology will be the record of when, how and to whom the CP file was passed.
- If a pupil leaves Dawn House School but is not joining another education setting, the CP file will be archived in line with the following schedule:

Child protection concerns led to referral to social care, or there was s47 / CP / multi-agency intervention	CP file will be retained for 35 years from date the child left Dawn House School
Concerns were low level – did not lead to referral or inter-agency involvement	File will be retained until the child's 25 th birthday
Child was looked after by the Local Authority	All records will be retained for 75 years

- At Dawn House School all paper safeguarding papers are held highly confidentially in a locked cupboard in the locked Principal's Office. All electronic records are kept secure on a safeguarding drive only available to the Safeguarding Team. The school is committed to developing its use of the web based system CPOMS.
- 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.

The school will endeavour to support the pupil through:

- Developing the content of the curriculum by being responsive to the changing complex needs of the Dawn House School cohort. The close collaboration between teacher, therapist and Wellbeing team will highlight pertinent areas to be developed and differentiated to ensure accessibility for all.
- Maintaining a school 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 school.
- Proactively ensuring that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school 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. All children are taken seriously and their communication difficulties understood so that children are able to feel supported, safe and secure. The school has an active Wellbeing team, Wellbeing suite and has good working relationships with CAMHS and other agencies. Children at Dawn House School also benefit from additional recourses including the Sensory Integration room supported by the Occupation Therapy Team.
- 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.
- The Designated Teacher for Looked After Children who will liaise closely with the Safeguarding team regarding individual pupils known to them

At Dawn House School we recognise that children with disabilities and additional needs are at greater risk of abuse, particularly if they have communication needs.

Safeguarding disabled children demands a greater awareness of their vulnerability, individuality and particular needs; they may be especially vulnerable to abuse for a number of reasons. Some disabled children may:

- Have fewer outside contacts than other children;
- Receive intimate care possible from a number of carers, which may increase the risk of exposure to abusive behavior and make it more difficult to set and maintain physical boundaries;
- Have an impaired capacity to resist or avoid abuse;

- Have communication difficulties that may make it difficult to tell others what is happening;
- Be inhibited about complaining for fear of losing services;
- Be especially vulnerable to bullying, intimidation and coercion;
- Be more vulnerable than other children to abuse by their peers.

Staff training reminds staff that behaviours that could be attributed to the additional need may instead be indicators of abuse or neglect and any concerns should be passed to the DSL via CPOMS incident for further consideration.

Safe Staff and Supporting Staff

- The leadership team, school governors and the ICAN Trustees 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 the Dawn House School's Safe Recruitment Policy.
- School leaders, and those involved in recruitment are appropriately trained in safer working practices and access the safer recruitment training.
- 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 where any concerns arise we will seek advice and act in accordance with national guidance.
- The school, has in place recruitment, selection and vetting procedures in accordance with KCSiE 2020 Part Two and maintains a Single Central Record, which is reviewed regularly and updated in accordance with KCSiE 2020 paras 164 to 171.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Code of Conduct, which includes contact between staff and pupils outside the work context. Staff can access a copy of this through induction and the Staff Handbook.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the Safeguarding Team before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the Principal or the Designated Safeguarding lead Deputies if the Principal is not present, will be notified immediately. If it relates to the Principal, the CEO of ICAN will be informed without delay. The Deputy Designated Leads will be able to support as necessary. The CEO of ICAN will respond to all allegations robustly and appropriately in collaboration with the Chair of ICAN Trustees, Chair of Governors and the Local Authority Designated Officer (LADO).
- 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 Wellbeing Team and line manager where appropriate. The Designated

Safeguarding Lead will offer support and guidance in relation to involvement of Human Resources Team where necessary.

- All new employees will be appropriately inducted to their role and in particular their responsibilities around Keeping Children Safe in Education, and School policies and procedures.

Links to other School 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 Policy
- Attendance Policy
- Behaviour Management Policy
- Equality Duty
- Safer Recruitment Policy
- Complaints Policy
- One safety acceptable use Policy
- Female Genital Mutilation (FGM) Guidance
- Prevent Action Plan
- Home-school Agreement Document
- Inclusive Education Framework Policy
- Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to 'up skirting'
- Physical contact, intervention and use of force Policy
- Knife Crime Protocol 2019 (multi-agency)
- Sex & Relationships Education Policy
- Code of Conduct
- Dress Code
- Grievance procedures ICAN Policy
- School information published on a website
- Whistle Blowing Policy – ICAN policy
- Guidance for NSPCC helpline and usage

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

Roles and Responsibilities

All staff and volunteers

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

All staff, whatever their function in school understand their expressed role to keep children safe and to REPORT any concerns whatsoever to the Safeguarding team. All staff are aware of confidentiality and the requirement to be persistent if their concerns continue.

The Safeguarding team will receive any concerns from colleagues and follow agreed policy and procedures in dealing with any issues.

All staff within our school 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 knowing the children, their disabilities and how this affects them and their family situations, whilst maintaining strong professional relationships.

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.

Dawn House School staff teams work jointly and individually with pupils, families/carers and other agencies. Dawn House staff including Speech and Language Therapists, Occupational Therapists, Learning Mentors, the school nurse and the Wellbeing Team provide wide ranging support and guidance around physical, educational and emotional and mental health. The school has a qualified Youth Mental Health England qualified Mental Health First Aid trainer. School provides programmes of nurture and personal development through the curriculum supported by the learning mentors and wellbeing team.

The school has links with outside agencies, including the Early Intervention Police Officer, SEXions, Pets as Therapy dogs.

Dawn House School is a welcoming school with children and young people at its centre, the school encourages close collaboration with families and others and will seek to provide mutually convenient opportunities to meet. On admission to Dawn House School the Safeguarding Team will co-ordinate the completion of a Reduced Attendance Risk assessment to consider any known risks for when the child is not in school.

Safeguarding Training

All our staff are aware of systems within Dawn House School 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 Team and Keeping Children Safe in Education 2020 Part One.

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

All new staff have a specific session within their induction to highlight Safeguarding responsibilities and procedures. The Safeguarding induction will provide information about the Safeguarding Team, how to make a referral, along with other linked policies.

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. All staff will receive updates to KCSiE and be required to read at least Part 1. There is commitment to provide other opportunities to provide further training through the CPD programme.

Training is cascaded from the Designated Safeguarding Leads and deputies from training received through NASS, NSCP and Nottinghamshire County Council. The school will engage with outside agencies when appropriate to deliver to identified need such as "*County Lines, Knife Crime*" delivered by the Police Early Intervention Officer.

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 or deputy as soon as practical that day.

- 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 Part One.
- 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 DSLs 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.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with 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 and volunteers are alert to the definitions of abuse and indicators (KCSiE 2020 para 22 to 26), 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 paras 27 to 38*)
- 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/ICAN Trustees 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), Nottinghamshire Safeguarding Children Partnership (NSCP) .

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.

Designated Safeguarding Lead

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

The Deputy Safeguarding Leads, provide cover for the Designated Safeguarding Lead when they are not available, so that there is appropriate cover whilst the school is open. The Deputy Safeguarding Leads have received the same level of training as the 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 Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our 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 Designated Safeguarding Lead and Deputies meet weekly to discuss cases and will convene impromptu meetings to discuss individual issues to ensure in depth professional curiosity and challenge to ensure decisions on action are soundly made. All such meetings are documented.

The 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 Safeguarding Team have a scheduled weekly meeting and additional impromptu meetings responding to any immediate concerns.
- Will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and leadership staff.
- The Safeguarding Team will review Reduced Attendance Risk assessment for new children to the school,

Work with others

- 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. Act 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 Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- A representative from the Safeguarding Team will where possible attend NCC Designated Safeguarding Lead Focus Group Meetings. The representative will cascade any information to the Safeguarding Team at the next meeting, this will assist in further whole school training.

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 Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The 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 children from the risk of radicalisation.
- Understand the reporting requirements for FGM, and additionally Upskirting.
- 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.
- Liaise with the NSCP and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.

Child Protection file

- The 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 currently recorded on paper and are actioned by the Safeguarding Team. All paper records are held securely in a locked cupboard in the Principals Office.
- For new admissions to the school, contact is made with the previous DSL to request any confidential safeguarding files.
- When pupils leave, where the destination is known contact is made with the receiving DSL to arrange the safe and secure transfer of files and information.

Availability

- During term time the Designated Safeguarding Lead (or a Deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. During out school hours the Residential Services Manager is on site and the other Designated Safeguarding Team members are contactable by telephone.
- Appropriate arrangements are in place for any out of school hours' activities in line with the guidance contained in DfE KCSiE 20 para 67 to 73 and Annex B.

Principal

The Principal of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- The school, 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 Principal will ensure all staff have access to and read and understand the requirements placed on them through: - the Whole School Child Protection Policy; the Staff Behaviour/Code of Conduct Policy.
- The Principal 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 Part One.
- 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 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 Principal then the CEO of ICAN [telephone 02078437211] will manage the case.

Governing Body of Dawn House School

The governing body and ICAN Trustees are 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, 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.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing the Designated Safeguarding Lead from the senior leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appropriately trained.
- Ensuring that all staff and governors read and fully understand at least KCSiE 2020 Part One 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.
- The Chair of Governors and named Safeguarding Governor accessing role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body collectively ensuring there is a training strategy in place for all staff, including the Principal, 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 Principal 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.

- Being aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the school has the training and resources to manage any concerns or incidents harmful.
- Being alert to the growing concerns involving knife crime and ensure the school 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.
- Preventing 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.
- Ensuring at least one person on an interview panel has completed safer recruitment training when interviewing.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Being open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

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 *school*, pastoral system *and* Wellbeing support,. As a school, will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

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.

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 or serious violence or exposure to serious violence:

- 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 for whom there are emotional and mental health concerns.
- 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;
- 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.

The four categories of child abuse are as follows:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse, and**
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.

Mental Health. All staff are be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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 adult's under the influence of alcohol or drug misuse.

Peer on Peer Abuse: All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which 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;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. Recording of any concerns are through CPOMS in the usual safeguarding manner. Bullying concerns will be alerted to the Anti-Bullying co-ordinators. The DSL's will liaise with Senior Leadership team to identify and input appropriate, individual plans to protect victims from perpetrators, whilst simultaneously offering support and guidance through the Wellbeing Team, Pastoral/Core teams and/or external agencies, eg, MASH, CAMHS, and Police

- Plans may include the pupils working in different areas to ensure they are separated
- Development of Positive Behaviour Support plans for each individual involved
- Clear support and guidance for staff

'Up skirting' is now a criminal offence and sits within the category of Peer on Peer Abuse (KCSiE 2020 para 29 and page 10)

Definition:

Up skirting 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. All staff receive information as part of an annual safeguarding update. All incidents of upskirting will be recorded and reported to the Early Intervention Police Officer attached to school.

Contextualised Safeguarding Dawn House School recognises safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff, but particularly our Designated Safeguarding Leads (DSLs) will consider the context within which such incidents and or behaviours occur. The school recognises 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 the school will work with safeguarding agencies and support the child and family as part of any referral process.

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 EHAF).
- 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.

All our staff are aware they must **always act in the ‘best interest of the child’** and report or refer concerns in accordance with our school policies and procedures.

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. Staff with concerns will need to alert a member of the Safeguarding Team, if verbally it will need to be followed up by a CPOMS incident. The Designated safeguarding team will decide what steps to be taken.

A discussion should take place with the 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 or the Designated Safeguarding Deputies 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.

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 Principal or 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 General Data Protection Regulations 2018 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.

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 (SCRs) 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 para 82 to 88
- 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.

Records and Monitoring (KCSiE 2020 para 54)

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. The Designated Safeguarding Lead maintains an overall monitoring of all concerns and recordings.

Any concerns should be reported and recorded without delay to the Designated Safeguarding Leads who will assess and refer to appropriate safeguarding services e.g. MASH or the child's social worker if already an open case to social care.

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 dot** in the top right hand corner to denote a separate file exists

Our school will ensure all 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.

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 Annex B page 100)

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 particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and Designated Safeguarding Leads in school (named designated person).

A '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 'safeguarding confidential' files 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 school will keep either written paper or 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 pupils individual safeguarding file.

Records will be kept up to date and reviewed regularly by the 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.

Dawn House School continues to develop its utilisation of CPoms. The Designated Safeguarding Leads will have responsibility for maintaining the system.

Where children leave the school we will ensure their confidential/child protection file is transferred to the new school or college 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 and colleges that use electronic case record management systems should continue to have good dialogue between the Designated Safeguarding Leads to ensure children subject to child protection and safeguarding concerns are well supported.

Educating Young People (KCSiE 2020 para 93)

As a school we need to teach children in an age appropriate way about youth produced imagery 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 PSHE programme and through IT curriculum work to underpin safe internet use.

The work that we do therefore will include issues such as:

- Communication.
- understanding healthy relationships, including trust.
- understanding and respecting the concept of genuine consent.
- understanding our rights (especially our collective right to *be safe* and to *feel safe*).
- recognising abusive and coercive language and behaviours, and positive mental health.

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/>
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at <https://www.ceop.police.uk/safety-centre/>
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- 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 0800 028 028 0295, or by emailing help@nspcc.org.uk

We would hope that we are always open to discussing concerns and finding solutions which ensure children are kept safe.

The following appendices are a part of this policy:

Appendix 1	NCC LA Flow Chart 'What to do if you are worried a child is being abused'
Appendix 2	Template: Body Maps Guidance and Body Maps



Appendix 1

Name of Dawn House School 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 Designated Safeguarding Lead or Deputies

- 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 dial 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 Board procedures –
www.nottinghamshire.gov.uk/nscp

Out of hours
Emergency
Duty Team
5.00pm – 8.30am
Tel 0300 456
4546

NSPCC Whistle
blowing Tel:
0800 028 0285

Unmet needs identified
Decide what actions are
needed to support the

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

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 eg 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 concern/confidential file.

BODYMAP

(This must be completed at time of observation)

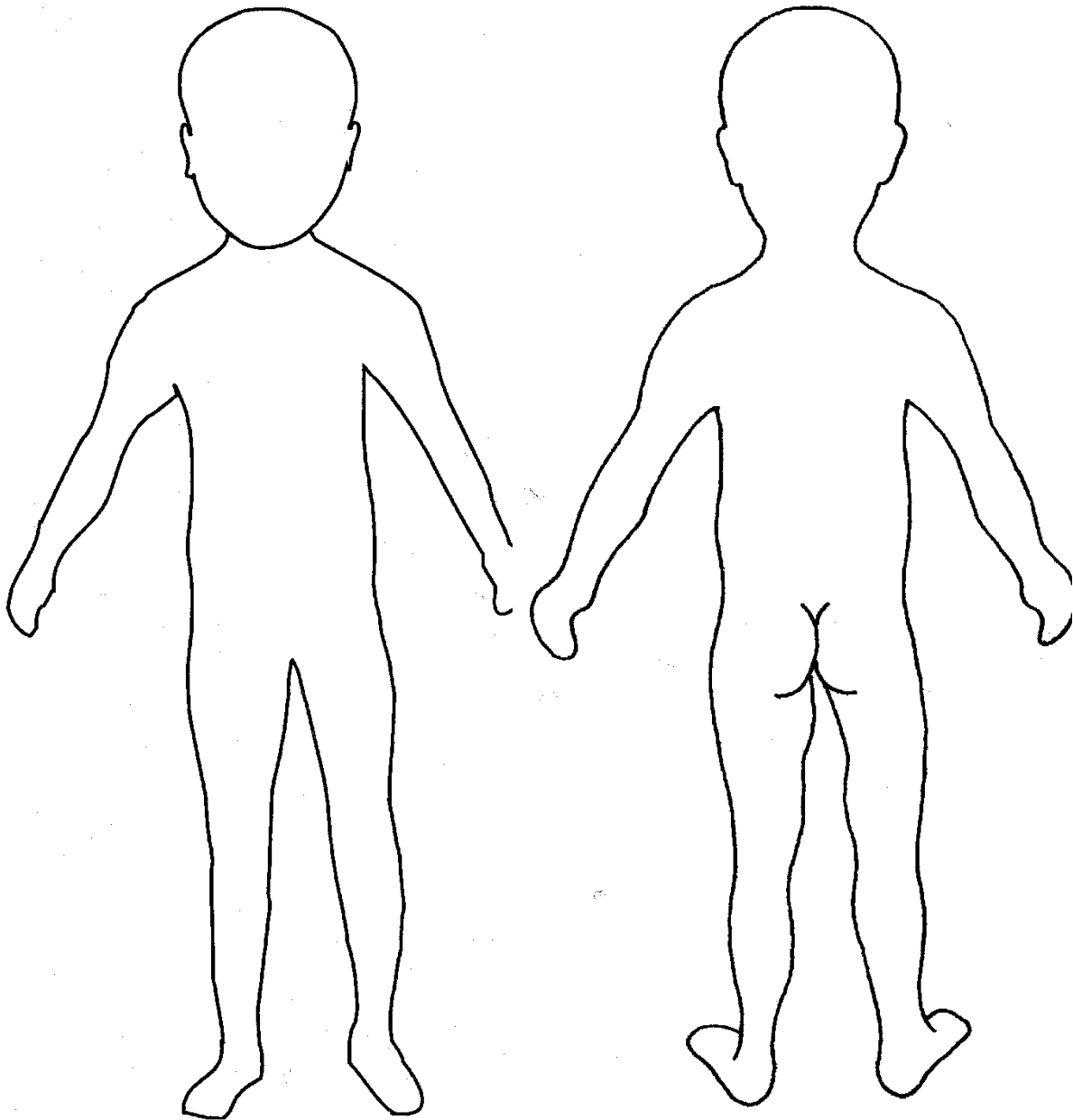
Names for
Child: _____

Date of
Birth: _____

Name of
Worker: _____

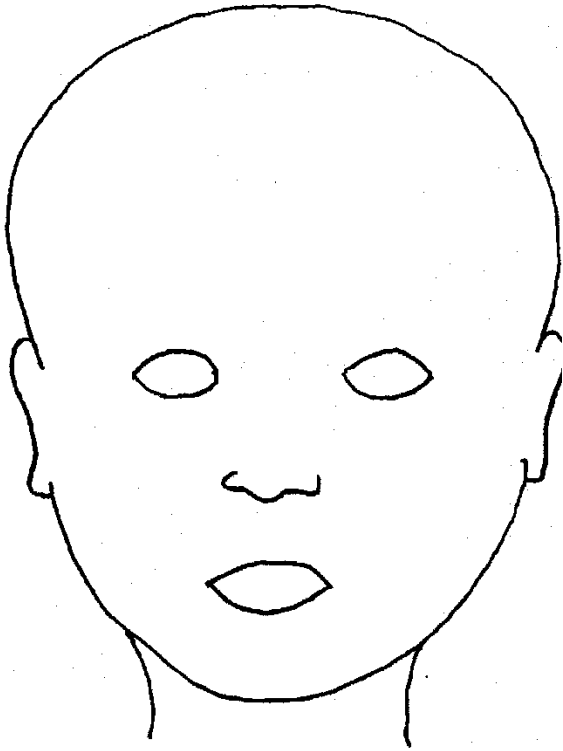
Agency: _____

Date and time of
observation: _____

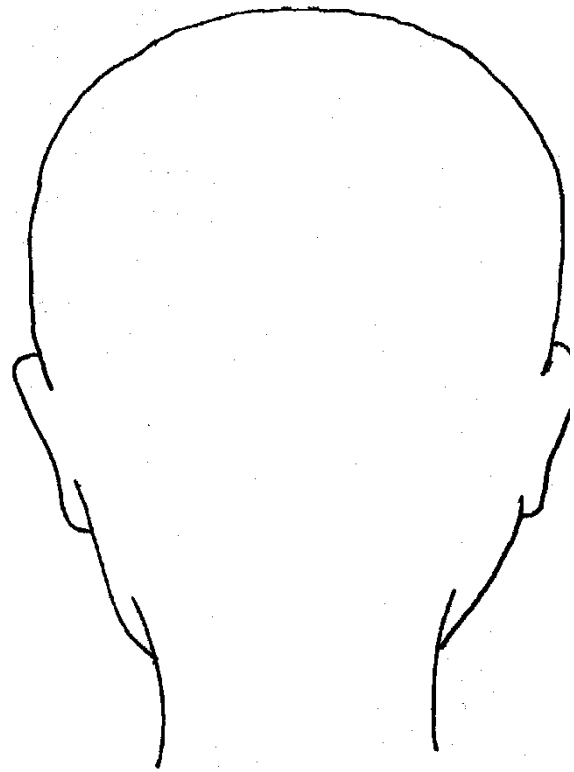


Name of Child: _____

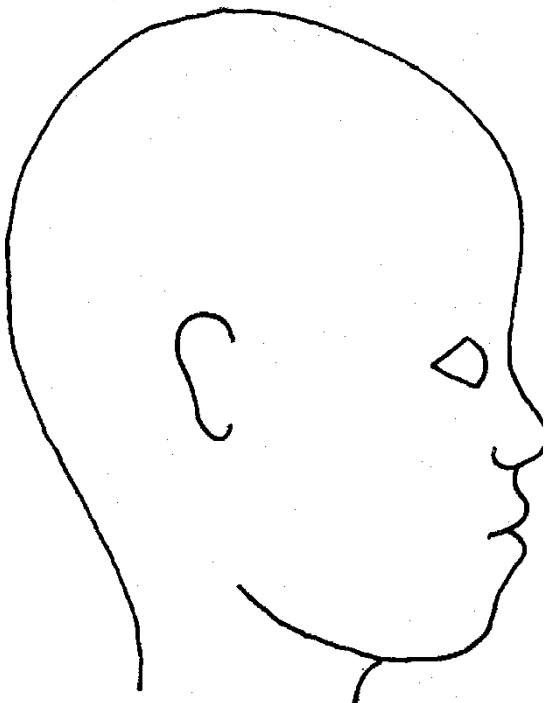
Date of observation: _____



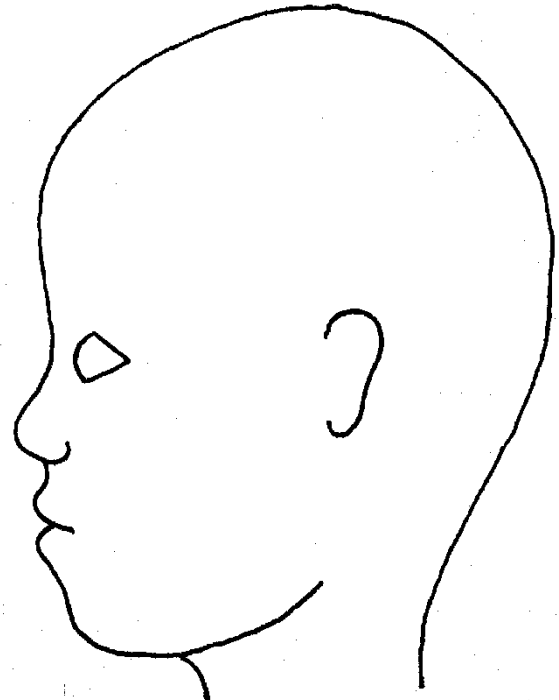
FRONT



BACK



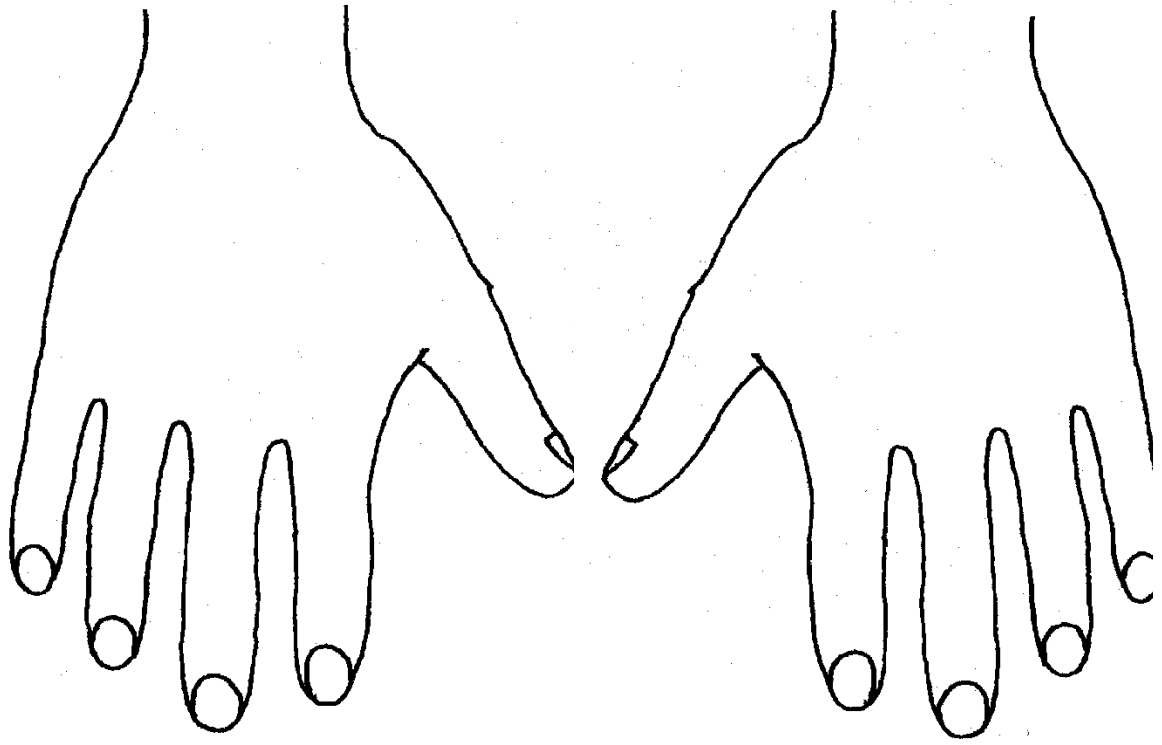
RIGHT



LEFT

Name of Child: _____

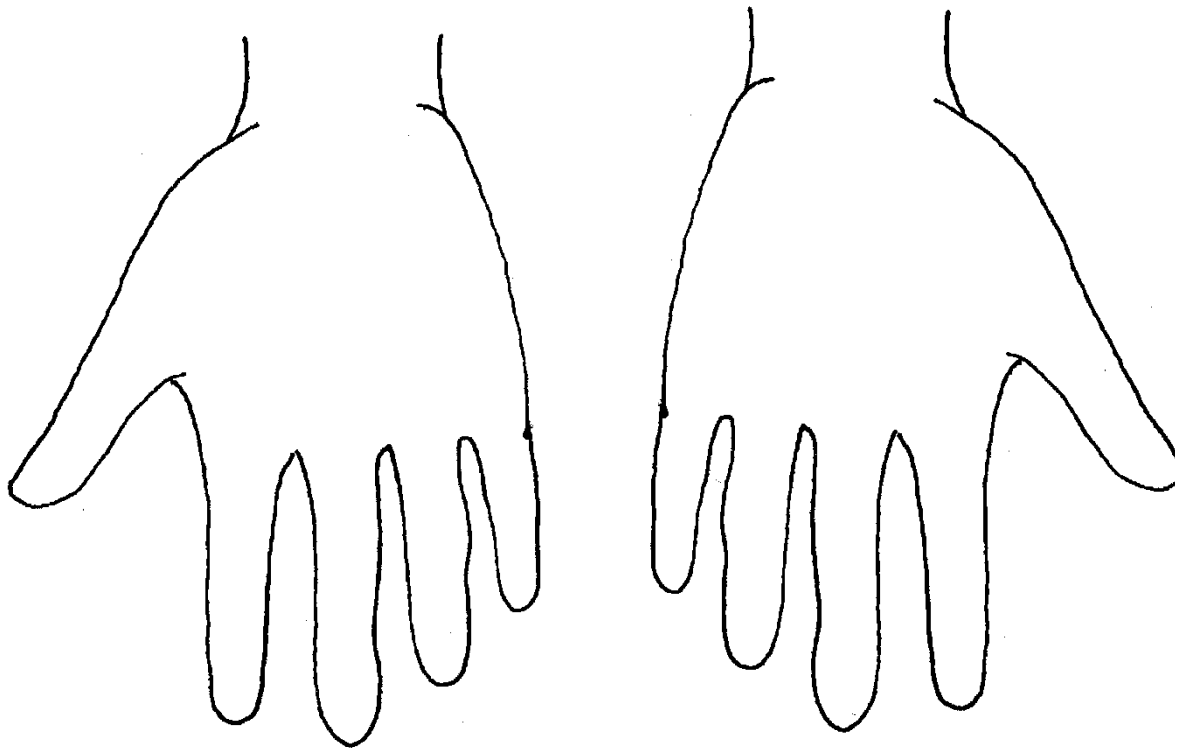
Date of observation: _____



R

BACK

L



R

PALM

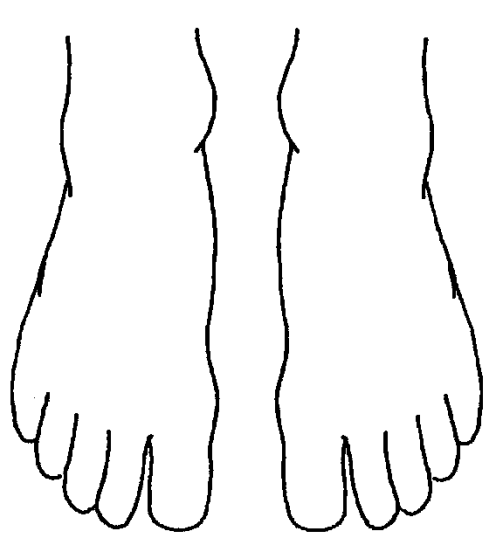
L

Name of
Child:

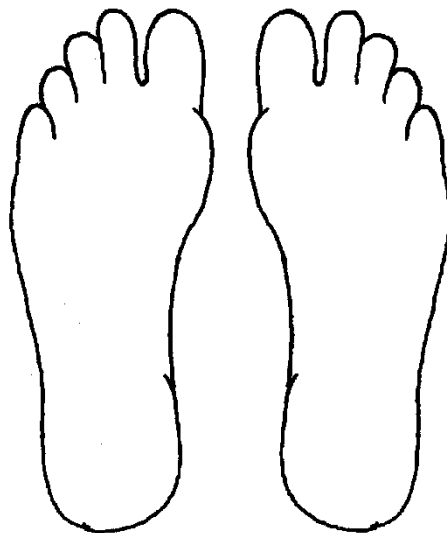
.....

Date of
observation:

.....



R TOP L



R BOTTOM L

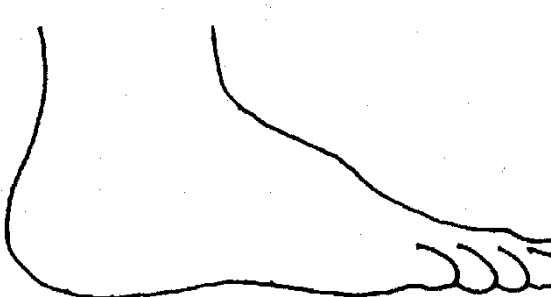


R



L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information: