



SOUTH NOTTINGHAMSHIRE  
ACADEMY AND SIXTH FORM

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

South Nottinghamshire Academy recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Local Governing Body.

Date of last review: Feb 2014

Date of next review: Feb 2015

Role	Name	Contact Details
Designated Governor for Child Protection	Penny Astill	0115 933 2557 <a href="mailto:davidastill@btinternet.com">davidastill@btinternet.com</a>
Designated Senior Person for Child Protection	Claire Lucas	0115 911 0091
Designated Deputy Person for Child Protection	Mark Siviter, Sam Proctor	As above
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### **Academy Commitment**

Our policy applies to all staff, governors and volunteers working in the school. We have developed this policy in consultation with the Nottinghamshire Safeguarding Children Board.

All parents/carers are made aware of the school's responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of the school's safeguarding and child protection policy.

The school has certain duties and responsibilities as set out within the Education Act 2002, HM Guidance Safeguarding Children and Safer Recruitment in Education 2007 and Working Together 2010 which are incorporated into this policy.

## Introduction

There are five main elements to our policy:

- To provide a safe environment in which children can learn and develop.
- To practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- To implement and review procedures for identifying and reporting cases, or suspected cases of abuse.
- To support pupils who have been abused in accordance with his/her child protection plan.
- To continually raise awareness of safeguarding children, child protection and equipping children with the skills needed to keep them safe.

Included within the policy are a number of appendices:

- Appendix 1 Roles and Responsibilities
- Appendix 2 Identifying Concerns
- Appendix 3 Confidentiality
- Appendix 4 Records and Monitoring
- Appendix 5 Template: Logging a concern about a child's safety and welfare
- Appendix 6 Template: Auditing of Pupil Records

## The Policy

### To provide a safe learning environment the school 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 Academy whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents 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:
  - availability of local and online advice
  - recognising and managing risks including online and running away
  - developing healthy relationships and awareness of domestic violence, bullying and abuse
  - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.

- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers. A violent incident register is available from the ELE or on the Health and Safety noticeboard in the staff room.
- Put in place and promote robust anti-bullying (including cyber bullying) strategies.
- 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.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

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

- Ensure we have a designated senior and deputy person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- 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.

**Supporting children**

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

- The content of the curriculum.
- An Academy ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The Academy behaviour policy which is aimed at supporting vulnerable pupils in the school. The Academy will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with Pathway to Provision), behaviour and attendance service and education psychology service, use of JAT and CAF etc.
- Ensuring that, where a pupil leaves and is subject to a child protection 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.

### **Keeping staff safe / supporting staff**

- Safer recruitment processes will be followed in accordance with '*Safeguarding Children and Safer Recruitment in Education 2007*'.
- Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour. The Guidance for Safer Working Practices for Adults who work with Children and Young People (DCSF 2009). This should assist in limiting complaints against staff of abuse of trust and/or allegations.
- In the event of any complaint or allegation against a member of staff, the Principal (or the Senior/Deputy Designated Person) if the Principal is not present, should be notified immediately. If it relates to the Principal, the chair of governors should be informed.
- Staff may find some of the issues relating to child protection upsetting and may need support which will be provided.

## **Appendix 1**

### **ROLES AND RESPONSIBILITIES**

#### **Senior Designated Person Role**

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

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

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

The Senior Designated Person is responsible for the following:

#### **Referrals, Tracking and Monitoring**

The Senior / Deputy Designated Persons will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the Principal (where the Senior Designated Person role is not carried out by the Principal) to inform him/her of any issues and ongoing investigations. The Senior Designated Person will ensure there is always cover for this role.
- Ensure that an overview is maintained of all children about whom there are concerns ie subject to a children protection plan, CiN plan, LAC, CAF or there is a concerns file

#### **Training**

The Senior / Deputy Designated Persons will attend training in order to:

- Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Ensure each member of staff has access to and understands this policy especially new or part-time staff who may work with different educational establishments.
- Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.

- Be proactive in identifying suitable training courses that would develop and enhance their knowledge and attend any relevant or refresher training courses at least every two years.

## **Raising Awareness**

The Senior / Deputy Designated Persons will:

- Ensure the school's safeguarding and child protection policy is updated and reviewed annually, and work with the governing body/proprietor regarding this.
- Ensure parents have access to copies of the safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Ensure when children leave the school, that their safeguarding/child protection file is discussed with the Senior Designated Person at the new school, as soon as possible and make sure that the concern file is transferred separately from the main pupil file. This file will document all concerns as well as child protection and safeguarding concerns.

## **Roles and Responsibilities of the 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.
- Sufficient resources and time are allocated to enable the Senior Designated Person and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

## **Roles and Responsibilities of our governing body**

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

- Ensuring that the Academy has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them.
- Ensuring there is an individual member of the governing body to champion child protection issues within the school, liaise with the Principal about them, and provide information and reports to the governing body. However, it will not be appropriate for that person to take the lead in dealing with allegations of abuse made against the Principal. That is more properly the role of the chair of governors or, in the absence of a chair, the vice chair.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

- Ensuring that the Principal, and all other staff who work with children, undertake training which is kept up-to-date by refresher training at three yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.

## Appendix 2

### Identifying Concerns

All members of staff, volunteers and governors will know how to respond to a pupil who discloses abuse, and will be familiar with procedures to be followed.

When making notes, staff should try and use the form 'Logging a concern about a child's safety and welfare'.

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

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child eg to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Question normally without pressurising and only using open questions. **Leading questions should be avoided as much as possible.**
- Staff will not put words in the child's mouth but note the main points carefully.
- A full written record will be kept by the staff and all duly signed, dated including the time the conversation with the child took place, outline what was said, 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.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Senior Designated Person or Deputy Designated Persons will be immediately informed, unless the disclosure has been made to them.

## **Appendix 3**

### **Confidentiality**

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

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

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

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

## Appendix 4

### Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

Prior to the commencement of a concern file, staff (particularly pastoral staff) will record any minor concerns in the main student records. Should the number of concerns rise or, in their professional judgement, become significant, HoH will implement a concern file in line with Academy processes.

At the point at which a concern file (see below) is commenced then the any relevant notes should 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), this will be securely stored and away from the main pupil file. The main pupil file should have a **red C or dot** in the top right hand corner to denote a separate file exists.

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

Please note that whilst the particular 'name' given to the file (ie concern or child protection) is a matter for the school, using the term child protection may give the impression that this file just relates to child protection issues when this should not be the case if we consider broader safeguarding concerns. Research indicates that it is invariably children who are not necessarily formally considered to be 'at risk' through the provision of a child protection plan, who are killed or seriously harmed and therefore to rely on child protection processes is not a sufficient safeguard.

Having too low a threshold for a concern file may be as problematic as having too a high a threshold.

It is also important to recognise that their files will be subject to external scrutiny for example through the serious case review process or through audit. Equally, it is important to understand why recording is important and appreciate that messages from research into serious case reviews identified that there were often significant concerns about the quality of records in schools and educational establishments and also the failure to pass on information when children and young people left.

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

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

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

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

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

It is essential that accurate records are kept up to date and reviewed regularly by the Senior / Deputy Designated Persons 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 and are important if there are any criminal proceedings arising from current or historical allegations of abuse or neglect.

It is important to appreciate that files may be taken for the purpose of external scrutiny for example for a serious case review or for audit.

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded. 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.

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

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

The Senior Designated Person / Deputy Designated Persons will ensure 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), and will ensure that we contribute to assessments of need and support multi-agency plans for those children.

If the child moves to another school, the concern file must be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new

establishment/school. There will be a timely liaison between the two Senior Designated Persons in order to ensure a smooth and safe transition for the child.

**Appendix 5**

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

Part 1 (for use by any staff)

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

**Check to make sure your report is clear to someone else reading it.  
Please pass this form to CLU, MS or SP. This needs to be passed directly  
and not via email or posted in a pigeon hole.**

**Part 2 (for use by Designated Person)**

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

## Appendix 6

### Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year. Guidelines for conducting such an audit are contained below and referred to in the Clerks briefing paper as Question 17.

Then this will appear as one of the questions in the Governors Compliance Checklist from September 2013 onwards:

#### **Governor Compliance Checklist 2013-2014 Question number 17**

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

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

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

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

**Sample:** Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools 2 from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as 3 or 4 files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

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

## Checklist:

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

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

	Yes/No	Follow up action/further information
Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing a CAF or referral to another agency. Have these actions been followed through?		
<p>If meetings relating to the child and their family have been called did school:</p> <ul style="list-style-type: none"> <li>i) send a report if requested</li> <li>ii) send a representative</li> <li>iii) receive minutes of the meeting</li> <li>iv) complete any actions they were assigned by the meeting</li> <li>v) ensure that other key people in school were aware of any important issues</li> </ul>		
If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear?		
<p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <ul style="list-style-type: none"> <li>i) If the pupil concerned has transferred in from another school is there evidence that the senior designated person from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</li> <li>ii) For a pupil of concern who moved out recently did the senior designated person make contact with the new senior designated person at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</li> </ul>		

## **Learning from the audit.**

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