



Safeguarding Policy

Review Date September 2021

Every Child, Every Chance, Every Day, Working Together



SAFEGUARDING POLICY

Review Date – September 2021

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Designated Safeguarding Leads	Lorna Haskey – Headteacher
	Jodie Round – Deputy Headteacher /Early Years Centre Manager
	Jayne Ratcliffe – Attendance Officer
	Natasha Senior – DSL Co-ordinator
	Sam Andrews - SENCO
Children Looked After Teacher	Jodie Round – Deputy Headteacher
Policy agreed by Governors	December 2020
Review Date	September 2021
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Safeguarding Policy

Adapted from the Nottingham City Council Safeguarding Framework Policy

This Policy was written and adopted on 16th December 2020.
It is due for a review in September 2021.

At Crabtree Farm Primary School the staff and governors recognise the contribution the school makes to safeguarding and are fully committed to safeguarding children. It is recognised that the safety and the protection of pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help and protecting pupils from harm. It is believed that the school should provide a caring, positive, safe and stimulating environment, which promotes all pupils social, physical, emotional and moral development. All staff take all welfare concerns seriously and encourage children to share anything that worries them, always acting in the best interests of the child. In delivering this ambition, the school will adhere to the principles set out in Nottingham's Family Support Pathway (2018-20) and NCSCP Policy, Procedures and Practice Guidance.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2020.

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2020.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2020 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.

We also take into account:

- Local Safeguarding Children Partnerships procedures 2020
- Early Years Foundation Stage Statutory Framework 2017

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

- Anti-bullying Policy
- Behaviour Policy
- Attendance Policy
- Code of Conduct
- Confidentiality (found in the Code of Conduct)
- Drugs Policy

- E-safety Policy
- Medicines Policy
- Intimate care
- Mobile phone use and cameras (found in the Code of Conduct)
- Physical intervention and positive handling (found in the Behaviour Policy)
- Prevent Policy
- Personal, Social and Health Education (PSHE)
- Safe Recruitment and Induction of new staff and volunteers
- Special Educational Needs and Disability (SEND)
- Staff internet use including social media guidelines (found in Code of Conduct)
- Whistleblowing Policy
- Visitors Policy
- Staff Information Policy
- Remote Learning Policy

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, including Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) and Honour Based Violence (HBV).
- confirm the structured procedures to be followed by all members of staff in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with Children and Families Direct, the Local Safeguarding Partnership (previously NCSCB) and other agencies and, where appropriate with similar services in neighbouring authorities.

Covid-19

Keeping Children Safe in Education remains in force throughout the response to coronavirus (Covid-19).

Responsibilities for safeguarding

The Governing Body:

- will ensure a member of the governing body is nominated to liaise with the local authority, and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher or member of the governing body.
- will ensure there is no period where there is no appointed safeguarding member. i.e. after a member resigns and before another is appointed. If necessary, a governing body will provide a transition period where there will be two appointed members.
- will ensure that the school has a child safeguarding policy, single central record, staff behaviour policy and procedures in place, operates safer recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply with Local Safeguarding partnership (Nottingham City Safeguarding Children Partnership)
- will ensure that the school creates a culture of safer recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education, addendum January 2021).
- has appointed a member of staff of the school's leadership team to the role of designated safeguarding lead.
- will ensure the school keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile.
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).
- will make sure that the child safeguarding policy is available to parents and children on request.
- will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.

The Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff.
- the policy will be updated annually and be available publicly either via the school website or by other means.
- designated staff review policy in consultation with Crabtree Farm Primary when the Local Safeguarding Partnership (NCSCP) update their policies and procedures.
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.

- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all allegations, including those individuals who are not employed by the school, will be dealt with appropriately, inform the relevant parties and support where required. (See p213-217, Keeping Children Safe in Education 2020).

At Crabtree Farm we will ensure that:

- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard to pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation.
- all staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence (See p8, Keeping Children Safe in Education 2020).
- all members of staff undergoes child safeguarding training which is updated regularly, in line with advice from the Local Safeguarding Partnership (NCSCP).
- procedures for managing visitors are in place that put the safeguarding of pupils at the centre and is applied to all visitors irrespective of their status.
- where an allegation is made against a staff member who is not employed by the school e.g. Supply teacher, the Headteacher will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required. (See p213-217, Keeping Children Safe in Education 2020).

All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).

- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them.
- They should be ready to produce formal identification upon request.
- All visitors will be asked to sign in using the electronic 'Inventry' system, which is in reception, making note of their name, organisation, who they are visiting and car registration. This will produce a visitor label that they must wear at all times. The label must remain visible at all times.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then

be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List. (The person must have a current clear DBS check and children's barred check with a copy of this registered on the schools central record. They must then follow the procedures above e.g. sign into the electronic 'Inventory' system and enter the premises via reception).

Allegations against adults that work in a position of trust.

Any allegation or concern about the conduct or behaviour of a person who works with children and/or young people must be referred to the Local Authority Designated Officer (LADO). This will enable the management of the three strands of the allegations management process (potential safeguarding concerns, criminal investigation and disciplinary procedures).

All agencies have a Named Senior Officer (Headteacher) responsible for allegations and information should go to them in the first instance before a referral is made to the LADO. Referrals must be made to the LADO when information suggests that an adult who has contact with children as part of their employment or voluntary work may have:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child;
- behaved in a way that indicates s/he is unsuitable to work with children or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where an allegation is made against the Headteacher, the Designated Person for Child Safeguarding must inform the Chair of the Governing Body as well as the LADO. The LADO can be contacted on lado@nottinghamcity.gov.uk.

The trained designated safeguarding leads (DSL's) for child safeguarding are:

- Lorna Haskey – Acting Headteacher
- Jodie Round – Deputy Headteacher/Early Years Centre Manager
- Natasha Senior – Designated Safeguarding Lead Co-ordinator
- Jayne Ratcliffe – Attendance, Safeguarding and CAF Professional
- Sam Andrews – SENCO

They will:

- have their roles explicitly defined in their job descriptions.
- given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- undergo updated child safeguarding training every two years.
- liaise with relevant agencies in accordance with the Local Safeguarding Partnership (NCSCP) procedures when referring a pupil where there are concerns about possible abuse or harm.
- where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer (LADO).
- be able to access the contents of the Local Safeguarding Partnership (NCSCP) procedures and personnel procedures and make these accessible to all staff.

DSL's will:

- be familiar with the full version of KCSIE and implement this in to practise across the school.
- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children.
- offer support to staff to attend strategy meetings, looked after reviews and/or case conferences who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'.
- ensure that electronic records of concerns are kept (using MyConcern), even if there is no immediate need for referral; and monitored.
- ensure that all child protection records are marked as such and any paper files are kept securely locked, and accessible only by the Headteacher/designated leads.
- ensure that pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere.
- ensure that all absence records are dated and are similarly logged and dated.
- ensure that the children missing from education- statutory guidance for local authorities September 2016 is adhered to.
- ensure that where a pupil is subject to a Child Protection Plan, and is absent without explanation, their key worker in Children's Social Care is contacted.
- ensure that records are monitored for patterns of what, when taken in isolation, would appear to be low level concerns and appropriate action is taken.
- ensure that where a pupil has a child protection plan or there are on-going safeguarding concerns and transfers to another school; the Designated Lead for Safeguarding is informed immediately. Their child protection file is transferred under confidential cover and separate from the pupil's main file via hand delivery or recorded post within five working days. If the receiving school has MyConcern the files are sent electronically. A receipt is expected from the receiving school.

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

- read, and sign to say that they have read Part 1 of Keeping Children Safe in Education (2020).
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies.
- be aware that despite the requirement to share information with designated leads they can make their own referral to children's Social Care.
- be alert to signs and symptoms of harm and abuse.
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act.
- know how to record concerns and what additional information may be required.
- undergo child safeguarding training which is updated regularly in line with advice from the Local Safeguarding Partnership (NCSCP), (whole staff training every three years).

- maintain an attitude of ‘it could happen here’.
- familiarise themselves with “What to do if you’re worried that a child is being abused: advice for practitioners guidance.” (2015)

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-Blowing Policy. A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office: 0800 0280285 help@nspcc.org.uk www.nspcc.org.uk/whistleblowing. If you believe a child is in immediate danger call 999.

The three safeguarding partners

Schools have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018).

The three safeguarding partners are:

- the local authority;
- a clinical commissioning group for an area within the local authority;
- and the chief officer of police for an area (any part of which falls) within the local authority area.

The three safeguarding partners will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Schools should understand their role in the three safeguarding partner arrangements. Governing bodies, and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies.

The three safeguarding partners should make arrangements to allow all schools in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

Reporting concerns

Any concern should be discussed in the first instance with one of the designated leads or the Headteacher, as soon as possible.

If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children’s Social Care, via Children and Families Direct or the police immediately. Anybody can make such a referral. If this is the case, it may be necessary to speak with one of the designated leads or in their absence the Headteacher, as soon as possible.

‘When to call the police (guidance for schools and colleges)’, published by National Police Chief’s Council

This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police.

This advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Immediate response to the pupil

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

- listen to the pupil, if you are shocked by what is being said, try not to show it.
- if a disclosure is made, accept what the pupil says to stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did s/he do next?” **It is your role to listen – not to investigate.**
- use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
- be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
- acknowledge how hard it was for the pupil to tell you.
- do not criticise the perpetrator, the pupil might have a relationship with them.
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.

Recording information

- All concerns should be reported using MyConcern. Those unable to access MyConcern i.e. Midday Supervisors to continue to use paper forms.
- Record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included.
- If it is observation of bruising or an injury, try to record detail, e.g. “right arm above elbow”.
- Do not take photographs. Use the body maps provided on MyConcern.
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.
- If the concern is urgent then this should be recorded promptly and flagged as urgent on MyConcern.
- All concerns should be followed up with a conversation with a DSL, urgent concerns should be followed up with a conversation immediately.
- All concerns should be logged before you leave the premises on that day.
- All concerns should be categorised consistently with the agreed MyConcern categories.

Supporting pupils

There are occasions (including supporting children with SEND) when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate for their professional role:

- Staff supervision of children during changing should be appropriate to the needs and age of the children concerned and sensitive to the potential for embarrassment.
- If a distressed pupil needs comfort and reassurance, then age-appropriate physical contact may be provided by staff, but this contact must not be threatening, intrusive or subject to misinterpretation.
- All children have a right to safety, privacy and dignity when contact of an intimate nature is required (e.g. assistance with toileting).
- Staff must adhere to the school’s Health and Safety Policy, Intimate Care Policy and Administration of Medicines Policy.

*“Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child at their heart” (KCSIE, 2020)*

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

- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all pupils by: discussing child protection cases with due regard to safeguarding the pupil and his or her family, supporting individuals who are or thought to be in need or at risk in line with Local Safeguarding Partnership (NCSCP) procedures, encouraging self-esteem and self-assertiveness, challenging and not condoning aggression, bullying or discriminatory behaviour, promoting a caring, safe and positive environment
- Pupils will be encouraged to access 'sssh club' (lunchtime provision run by the counselling service for children to drop in) or referred to counselling for emotional and well-being support.

Confidentiality

The personal information about all pupils' families is regarded by those who work in Crabtree Farm Primary as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality.

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

Staff must be aware that:

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

Working with parents/carers

Parents/carers play an important role in protecting their children from harm. In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Children and Families Direct. Where there are any doubts, the designated lead should clarify with Children and Families Direct whether, and if so when and by whom, the parents should be told about the referral.

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

(Working Together to Safeguard children 201 p 10)

- Vigilance : to have adults notice when things are troubling them.
- Understanding and action: to understand what is happening; to be heard and understood; and to have understanding acted upon.
- Stability: to be able to develop an ongoing stable relationship of trust with those helping them.
- Respect: to be treated with the expectation that they are competent rather than not.
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.
- Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.
- Support: to be provided with support in their own right as well as a member of their family.
- Advocacy: to be provided with advocacy to assist them in putting forward their views.
- Protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

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

Looked After Children and Previously Looked After Children

Supporting children in care or previously care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together. To ensure we have a co-ordinated approach to meeting the needs of children in care or previously in care who attend our school we have a Designated Safeguarding Lead, who has the responsibility of LAC Teacher (Deputy Head, Jodie Round).

Prevention in the Curriculum

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

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

- safely explore their own and others' attitudes.

- recognise and manage risks in different situations and how to behave responsibly.
- judge what kind of physical contact is acceptable and unacceptable.
- recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure.
- know when and where to get help.
- use assertiveness techniques to resist unhelpful pressure.
- how to keep safe online
- the risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation. Our work in this area is based on the guidance set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People.

School staff should be aware of the schools position statement on Sexting (also referred to as Youth Produced Imagery).

Vulnerable Groups

Some children and young people may be particularly vulnerable to abuse and harm (Section 35 of the Safeguarding Vulnerable Groups Act 2016). This includes for example privately fostered children, children with a disability, children with communication needs. Certain forms of behaviour can also increase the vulnerability of a young person such as drug or alcohol misuse. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children, which need to be reported in accordance with national (Government) and local (Nottingham City Safeguarding Partners) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

Child Sexual Exploitation (CSE)

The DfE's guidance document 'Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' (February 2017) defines CSE as:

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology.'

Types of CSE can be found in 'Guidance on Child Sexual Exploitation' (Barnardos 2014) (page 7/8)

Having a common definition of child sexual exploitation is critical to identification, monitoring and effective multi-agency responses.

Sexual exploitation of children and young people (CSE) under-18 is defined as: *'exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability'* (Department for Education 2012)

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue. Child sexual abuse includes any act of 'forcing or enticing a child or young person to take part in sexual activities'.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

Who is at risk?

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

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

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Preventing Radicalisation

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology. Statutory guidance has been published and is available here: <https://www.gov.uk/government/publications/prevent-duty-guidance>

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

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Honour Base Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents/carers who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.

- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return.
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases never the less this is still something that must be reported to social care.

Mental Health

All staff are aware that mental health problems can, in some cases, be an indication that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of mental health. However, staff are well placed to make day to day observations and identify whose behaviour suggests that may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially adverse childhood experiences (ACES), this can have a lasting impact throughout childhood, adolescent and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern immediate action should be taken, record on my concern and share with a DSL.

Where a child or parent has raised that bullying is impacting their child's mental health, **please see the bullying policy for direction.** Appropriate referrals will be completed with consent to on site counselling service, CAMHS, Sharp and Kooth.

Private Fostering (PFA)

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes halfsiblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, relationship of the adults to the child who is being registered must be verified.

Children who Self-harm

Staff should always be mindful of the underlying factors, which may lead a child or young person of any age to self-harm. This is particularly the case for children of primary school age as self-harm in this age group is uncommon. Where information comes to the attention of practitioners, which suggests that a primary age child has self-harmed, serious consideration must be given to whether there are other underlying factors, including abuse. All such cases should be discussed with children's social care.

Even in those unusual cases where a primary age child is thought to have self-harmed it is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. KCSIE identified different forms peer on peer abuse can take, such as:

- bullying (including cyberbullying)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment.
- 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)
- initiation/hazing type violence and rituals

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Staff recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Where this is the case we will follow the processes set out in the policy above (see page 11, Reporting Concerns). In addition we will be mindful of the fact that the pupil against whom the allegation has been made may also be vulnerable and need additional support and that their behaviour could be an indicator that they themselves are experiencing abuse, or have done so.

It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. Incidents of these kinds will be recorded, investigated and dealt with. This may involve parents/carers, social care and the police. The victims and perpetrators will be supported throughout; may be through the resources within school and may also include outside agencies.

A dedicated number for the NSPCC was set up on 01.04.21 to support victims of sexual violence, sexual harassment and peer on peer abuse. The number is 0800 136 663.

Sexual Violence and Sexual Harassment

All staff will be aware of indicators that may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, a significant increase in self harm, significant change in well-being or signs of assault or unexplained injuries.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Some groups are potentially more at risk: girls, children with SEND and LGBT children.

Through our work in school, it will be made clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an acceptable part of growing up. This includes not tolerating or dismissing sexual violence or harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. Behaviours (potentially criminal in nature) will be challenged, such as grabbing bottoms, breast and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The response to a report of sexual violence or sexual harassment: It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside the school. In responding to safeguarding concerns the Headteacher, the Designated Safeguarding Lead Co-ordinator and other DSL’s will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that we, as a school, provide as much information as possible as part of the referral process.

Child criminal exploitation (County Lines)

All staff should be aware that children can become involved in any aspect of criminal exploitation and should be able to recognise the indicators of this abuse. This is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity

- a) in exchange for something the victim needs or wants and/or
- b) the financial or other advantage of the perpetrator and facilitator and/or
- c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Any concerns of this nature must be reported to the DSL and external agencies as appropriate.

Page 79-81 of KCSIE 2020, documents how children can be at risk of exploitation in a geographically widespread form of abuse relating to drug and gang cultures.

Children are moved around the area and in some cases across the country to carry drugs, money and other illegal activities. Further information is available in the document produced by the Home Office - *Criminal Exploitation of children and vulnerable adults: County-Lines guidance*

Children Missing from Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

Attendance is monitored carefully and poor or irregular attendance is addressed without delay.

In response to the guidance in KCSIE (2020) each school has:

1. Staff who understand what to do when children do not attend regularly.
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated,
 - move away from the school's location,
 - remain medically unfit beyond compulsory school age,
 - are in custody for four months or more (and will not return to school afterwards);
or
 - are permanently excluded.

Schools will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves a school, it will record the name of the pupil's new school and any expected start date.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people.'

Special Educational Needs and Disabilities (SEND)

Keeping Children Safe in Education September 2019 goes further than the guidance from 2016 and underlines what it means by taking into account the safeguarding needs of children with SEND. School will ensure that children with SEND have a greater availability of mentoring and support. Children and young people with SEND can face additional safeguarding challenges because:

- it could be assumed that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs;

- there is a higher risk of peer group isolation;
- difficulties may arise in overcoming communication barriers;
- their SEN or disability needs are seen first, and the potential for abuse second.

To ensure that all of our children receive equal protection, we will also give special consideration and attention to children who are:

- Living in a known domestic abuse situation
- Affected by known parental substance (drugs and/or alcohol) misuse
- Living in a household with adult mental health issues
- Asylum seekers/refugees
- New communities
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Young carers
- Looked after children
- Do not have English as a first language

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Professional Development

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

We will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, part 1 of Keeping Children Safe in Education, staff code of conduct, the designated leads in the school, their responsibilities and procedures to be followed.

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

- Prevent Training
- Keeping Children Safe in Education 2020
- Hays Online Learning
- CSE
- FGM
- Online safety
- Domestic Abuse
- GDPR
- DSL Part 1& 2
- DSL Update
- Safer Recruitment

A report of the school's training needs assessment is presented to the Governors annually so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school.

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

Safer recruitment training has been attended by:

- Lorna Haskey - Headteacher
- Jodie Round - Deputy Headteacher/Early Years Centre Manager
- Melanie Smith - Business Manager
- Madeline Smith - KS1 Phase Lead

Training

Regular training and discussion within the school environment is important and should be led by the Designated Safeguarding Leads.

Timelines for training:

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement).
- Whole school training: to be refreshed annually, using either face to face briefings or online training through Hays: Online safeguarding and child protection training (certified CPD) or equivalent.
- Safer recruitment training, through Hays: Online safeguarding and child protection training (certified CPD) or equivalent.
- All staff will receive regular updates throughout the school year which will be recorded in the schools training log.
- DSL's to attend termly network meetings run by the Local Authority.

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

Safer Recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below. The safeguarding governor will have oversight of this on an annual basis.

Confidentiality, sharing information and record keeping

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the

concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children and Families Direct. In most cases concerns will be discussed with persons with parental responsibility prior to the referral taking place unless doing so would increase risk.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

Education at home

Crabtree Farm Primary School has taken guidance from the DFE: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#) to ensure that children who are being asked to learn online at home are safe. For further information please see the Remote Learning Policy.

Whilst learning from home, weekly contact will be made with any child already identified as vulnerable or who normally receive support through school or other agencies such as targeted family support or priority families. This contact will normally be by phone each week, but may also include a home visit if necessary. A record of the contact is logged on MyConcern and will be shared with any appropriate outside agencies.

Appendix 1: Signs and symptoms of abuse

Keeping Children Safe in Education (September 2020)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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.

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 overprotection 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.

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. (Further information relating to Keeping Children safe in Education 2020 below).

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.

Signs and symptoms of physical abuse:

Bruises

- commonly on the head, but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object

Burns or scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity on the hands, back, shoulders or buttocks;
- scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds

Bite marks

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth.

Fractures or broken bones

- fractures to the ribs or the leg bones in babies
- multiple fractures or breaks at different stages of healing

Other injuries and health problems

- scarring
- effects of poisoning such as vomiting, drowsiness or seizures
- respiratory problems from drowning, suffocation or poisoning

Things you may notice:

Withdrawn, suddenly behaves differently, anxious, clingy, depressed, aggressive, problems sleeping, eating disorders, wets the bed, soils clothes, takes risks, misses school, changes in eating habits, obsessive behaviour, nightmares, drugs, alcohol, self-harm, thoughts about suicide.

Signs and symptoms of emotional abuse

There often aren't any obvious physical symptoms of emotional abuse or neglect, but you may spot signs in a child's actions or emotions. Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long.
- lack confidence or become wary or anxious.
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age.

- struggle to control strong emotions or have extreme outbursts.
- seem isolated from their parents.
- lack social skills or have few, if any, friends.

Things you may notice:

Withdrawn, suddenly behaves differently, anxious, clingy, depressed, aggressive, problems sleeping, eating disorders, wets the bed, soils clothes, takes risks, misses school, changes in eating habits, obsessive behaviour, nightmares, drugs, alcohol, self-harm, thoughts about suicide.

Signs and symptoms of sexual abuse

Children who are sexually abused may:

- stay away from certain people.
- they might avoid being alone with people, such as family members or friends.
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that are inappropriate for their age:

- a child might become sexually active at a young age.
- they might be promiscuous.
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms:

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy

Things you may notice might include:

Withdrawn, suddenly behaves differently, anxious, clingy, depressed, aggressive, problems sleeping, eating disorders, wets the bed, soils clothes, takes risks, misses school, changes in eating habits, obsessive behaviour, nightmares, drugs, alcohol, self-harm, thoughts about suicide.

Appendix 2: Further guidance

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

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

Appendix 3: Legislation related to safeguarding in schools

Keeping Children Safe in Education (September 2020)

Working Together to Safeguard Children (July 2018)

Education

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations
2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014

Appendix 4: Body Map Guidance for Schools

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 take photographic evidence of any injuries or marks to a child's person, the body map below should be used.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg Social Care direct or 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, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg 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.



Crabtree Farm Concerns – Body Map

Date	Child's Name	Date of Birth
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Body Map		Head Map	
		Front	Back
		Right	Left

Hand Map		Feet Map	
Right	Left	R Top L	R Bottom L
		R Inner L	R Outer L

	Print Name	Signature	Role	Date
Reported By				
Received By				

Appendix 5: Flowchart for raising safeguarding concerns



Every Child, Every Chance, Every day; Working Together

Reporting Concerns - My Concern

