



Whole School Child Protection Policy

September 2022/2023

INTRODUCTION

Eskdale Junior School

Policy statement and principles

Introduction

Eskdale Junior School recognises its responsibilities for safeguarding children and protecting them from harm. Keeping children safe remains the school's number one priority. The school will ensure that all policy and procedure will be updated at least annually and regular monitoring will establish both the implementation of procedure as well as any areas that need to be addressed.

All staff are aware that safeguarding is everybody's responsibility and that actions taken in a timely manner are central to keep pupils safe at all times.

Policy statement and principles

At Eskdale Junior School we are committed to providing a happy, caring and stimulating environment where children recognise and achieve their potential. Underpinned by our core values, our school motto reinforces the message that with belief and perseverance you can achieve anything.

“Believe, Strive, Achieve”

Our school values are at the centre of all aspects of school life and key to our success. These statements provide a strong sense of belonging to all members of our school community; they define us, drive us and are clearly evidenced in and around school. They shape planning, decision making, team working and our whole school ethos. Pupils refer to our values as **‘The Big Five’** or **S.T.A.R.S:**

‘Skills and Knowledge for Life’

Preparing our pupils for now and equipping them well for the future.

‘Take Care’

Taking care of ourselves: healthy bodies and healthy minds.

Taking care of others: building and valuing relationships, tolerance and being sensitive and understanding in how we treat others regardless of religious, ethnic or social-economic backgrounds.

Taking care of the community and World-recognising that we must respect and appreciate the wide range of faiths and cultural diversity in the world.

Taking care of our work: high standards of presentation and being proud of work that is produced.

‘Aim High’

High expectation of what can be achieved by every child and adult

There are no limits to what can be achieved-be aspirational!

Being resilient and determined in the pursuit of goals and persevere in achieving them.

‘Respond to challenge’

Never give up.

Being excited and motivated by opportunities to be challenged.

Encouraging enquiring minds, imagination and creativity.

‘Self-Discipline’

Have a responsibility to 'do the right thing' by ourselves and others.
Make the right choices.
Think before you speak and think before you act
Being aware of, and accepting the consequences of our actions.

A number of additional policies accompany this policy including (but not limited to): Staff Behaviour Policy (code of conduct), safer recruitment policy, allegations against staff, complaints, pupil behaviour, children missing education, online safety, child on child abuse and sexual violence and sexual harassment between children policy and procedures.

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

Date of last review: September 2022

Date of next review: September 2023

Role	Name	Contact Details
Headteacher/Principal	<i>Mr R Scruton</i>	0115 9179272 mail@eskdale.notts.sch.uk
Senior Leader(s) available for contact in the absence of the DSLs	<i>Mrs C Dorn</i>	0115 9179272 mail@eskdale.notts.sch.uk
Designated Governor for Child Protection/ Safeguarding	<i>Mr B Monaghan</i>	0115 9179272 bmonaghan@eskdale.notts.sch.uk
Senior Designated Safeguarding Lead	<i>Mr R Scruton</i>	0115 9179272 mail@eskdale.notts.sch.uk
Deputy Safeguarding Lead	<i>Mrs J Bennett</i>	0115 9179272 mail@eskdale.notts.sch.uk
<i>Names of additional Safeguarding Officers</i>	<i>n/a</i>	<i>n/a</i>
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272 Nottinghamshire LADO will be required to complete a new Online Form, available here
MASH (Multi-agency Safeguarding Hub)		
MASH Consultation Line	Office hours	
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 500 80 90
Police (to report a crime and immediate risk of harm or abuse to child)	101	0115 977 4247 0300 456 4546 In an emergency 999 (only)

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2022 and HM Working Together to Safeguard Children 2018 (updated December 2020) are incorporated into this policy.

Child Protection and Safeguarding Statement

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

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

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at school understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

Safeguarding children is defined as: The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

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

Whole school approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- As a school we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health were required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2022 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying.
- Going frequently missing/ going missing from care or home.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation.

- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2022 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2022 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

All our staff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

New KCSiE 2022 from September 2022:

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

All staff should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

New KCSiE 2022 from September 2022:

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.

New KCSiE 2022 (paragraphs 468,482 and 492) statutory requirement from September 2022:

As a school should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

Identifying Concerns

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

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

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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 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 expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from 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 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 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 masturbations, kissing, rubbing, and touching outside of

clothing. They may also include non-contact activities, such as involving children to look 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

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, for example, 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 (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

At Eskdale Junior, staff have been trained to remain vigilant and ready to respond to safeguarding concerns in a timely manner. Typically by noticing and responding to any of (but not limited to) the following indicators:

- Sudden or gradual decline in pupil performance
- Sudden or gradual change in mood or attitude
- Pupils becoming insular or withdrawn
- A decline in personal appearance or cleanliness
- Any disclosures (either verbal or written) relating to the meeting or socialising with unfamiliar children that may be significantly older or adults (either in person or online)
- Concerns over pupil mental health

Staff will be made aware of families where there is current or historical use of drugs or alcohol within a family unit, recognising the impact and safeguarding concerns that be present when this occurs. In addition to this attendance will also form part of effective transition so staff can be aware of any concerns that may relate to deliberately missing education or poor punctuality.

When presented with increased opportunity to be online due to school closure or isolation and therefore potentially subject to limited supervision from parents/carers Eskdale Junior school has put the following control measure to safeguard pupils from any emerging threats:

- Monthly online safety newsletters mailed out to parents as well as being made available on the school website.
- Limited opportunity for unsupervised searches online through use of provided approved web links
- Clear guidelines for parents on the importance of monitoring online activity during these periods
- Clear protocols for making phone calls or video calls to pupils
- Internet safety advice published on the school's website.

- Implementation of Project Evolve as part of the schools computing and online safety provision for all pupils.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Eskdale Junior School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

In embedding our curriculum at Eskdale Junior we strive to increase our pupils skills and knowledge for life making all learning meaningful and preparing them now and for the future. The teaching of safeguarding at Eskdale is taught through the schools take care value. Pupils understand how to take of themselves (healthy bodies and healthy minds) and take care of others (healthy relationships, being sensitive and understanding of how we treat others)

Both PSHE, RSHE and computing curriculum have a key role in teaching pupils safeguarding with the core intent being rooted in two core principles:

- Develop understanding of their personal Health and Wellbeing through recognising attitudes, behaviours and influences of others.
- Develop an awareness of healthy relationships, how to control emotions and the changes that occur as they grow.

In our units relating to personal and health well-being. An example of the themes explored with pupils can include:

- Talking about their views on issues that affect themselves and their class-begin to make responsible choices and consider consequences
- Extend strategies to cope with risky situations -behaving safely and responsibly in different situations
- Forming and maintaining appropriate relationships with a range of different people
- Recognising that people can feel alone and misunderstood and learn how to give appropriate support
- Recognise when physical contact is acceptable and unacceptable
(more information can be found at: <https://www.eskdale.notts.sch.uk/pshe/>)

Y6 pupils participate in annual instructor led approaches to the delivery of D.A.R.E (including knife crime and trust) and the school holds annual Internet Safety, Anti-bully and mental health awareness weeks.

All pupils will be present in a range of assemblies delivered by staff or the headteacher addressing issues such as:

- ❖ Staying safe
- ❖ Being safe online
- ❖ Bullying
- ❖ Feelings
- ❖ Kindness
- ❖ Responsibility
- ❖ Right and Wrong
- ❖ Mental health
- ❖ Radicalisation
- ❖ Tolerance

The teaching of positive mental health at Eskdale junior is rooted in the importance of talking about and articulating feelings. This approach directs pupils to be aware of the different people that they can talk to eg: family, friends, teachers etc...

Pupils are reassured that there are number of trusted adults in school that they can approach if there are occasions when they need support. This support is central to beginning to be able to resolve any concerns of a sensitive nature.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

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

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, MASH Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. School will address concerns by maintaining frequent dialogue with parents/carers and external agencies that may provide support such a Women's Aid or Family Service.

School will support any further referrals for services that may provide details on what support will be put in place or offered. School will provide pupils with a clear pathway to be heard so that any emerging needs can be met.

School will maintain liaison with other agencies that support the pupil such as Children's Social Care, Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.

The DSL will ensure that they are present at regular Teams or face to face meetings to facilitate updates on pupils that are subject to CP, CiN or are LAC.

The DSL will attend DSL focus groups to remain informed on new developments and how collaborative approaches with agencies can remain effective.

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is

vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

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

In the first instance, the senior DSL and DSL will share concerns with all those staff that have direct involvement with the pupil or pupils. This will involve sharing information in a timely manner, ensuring the pupils teacher reads and counter signs any concerns. This will also be shared with the DSL or deputy DSL, detailing a notification of a recorded concern on the school's communication sheet, this will then be counter signed a proof of being read (this may well involve further verbal dialogue between DSLs. The information will also be shared with agencies that are directly involved with the pupil (Eg social worker, MASH famiy service etc..)) This will be communicated via secure email or telephone conversation. All dialogue will be recorded and counter signed by the DSL and class teacher.

Eskdale Junior School is committed to regular communication with the MASH if there are concerns over a child's safety.

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the and advised by NCC policy and practice guidance
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The school, has in place recruitment, selection and vetting procedures in accordance with and maintains a Single Central Record, which is reviewed regularly and updated in accordance with KCSiE Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Staff are provided with and can access a copy of this through the staff shared drive or a paper copy is available in the staff room
- Newly appointed staff and volunteers, will be informed of our arrangements for safer working practices by receiving full induction training before beginning working and contact with pupils
- All staff at Eskdale Junior have been provided with safeguarding training and regular updates highlighting the need for a heightened awareness of the behaviours

of any member of staff that may present a cause for concern over pupil's safety. There are clear procedures in place to determine how these would be responded to

- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the School Portal
- Regular monitoring of staff understanding of both safeguarding and safeguarding procedures will take place to identify further training needs of individual conversations to strengthen practice and ensure absolute consistency across school when addressing any issues of safeguarding. This will often be in the form of a quiz or structured dialogue. The link governor for safeguarding will evaluate the outcomes of this monitoring and feedback to the DSL and FGB.

The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances

The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

At Eskdale Junior, the DSL will manage the identification of those pupils with looked-after status in the first instance at the transition stage, gathering information on multi-agency work, historic or current safeguarding concerns and any provision to support academic or personal development. provision to support pupil need will be identified and progress and attainment shared with the

governing body once a year. The DSL will maintain an understanding of updates through the virtual school and multi-agency work with professionals: social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

Our Child Protection Policy

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of Eskdale Junior.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- New - Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment *and is either included within the main policy or added as an appendix.*

We recognise that because of the day-to-day contact our school have with children they and we are well placed to observe the outward signs of abuse.

Eskdale Junior will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or

suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- Recognising how pressure from others can affect their behaviour.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and is added as an appendix.
- Maintain an on-line safety policy, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are added as an appendix.
- KCSiE 2022 broadened the response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm'. Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing good communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- School are required to working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.

Eskdale Junior engages with harm outside the home by maintaining a frequent, purposeful and honest dialogue with parents/carers-this allows staff to determine the extent to risk of harm outside the home. In addition to this, the school will also maintain a dialogue with community police officers as part of appropriate information sharing to safeguard pupils who attend the school. Intervention through the school's *take care* club in school will attend to current and emerging threats that have their origins in harm outside the home. Support and interventions from Surestart or other agencies that have direct community involvement can be utilised by school where there is an identified need.

In embedding our curriculum at Eskdale Junior we strive to increase our pupils skills and knowledge for life making all learning meaningful and preparing them now and for the future. The teaching of safeguarding at Eskdale is taught through the schools take care value. Pupils understand how to take of themselves (healthy bodies and healthy minds) and take care of others (healthy relationships, being se In embedding our curriculum at Eskdale Junior we strive to increase our pupils skills and knowledge for life making all learning meaningful and preparing them now and for the future. The teaching of safeguarding at Eskdale is taught through the schools take care value. Pupils understand how to take of themselves (healthy bodies and healthy minds) and take care of others (healthy relationships, being sensitive and understanding of how we treat others)

Both PSHE and RSHE have a key role in teaching pupils safeguarding with the core intent being rooted in two core principles:

- Develop understanding of their personal Health and Wellbeing through recognising attitudes, behaviours and influences of others.

- Develop an awareness of healthy relationships, how to control emotions and the changes that occur as they grow.

In our units relating to personal and health well-being. An example of the themes explored with pupils can include:

- Talking about their views on issues that affect themselves and their class-begin to make responsible choices and consider consequences
- Extend strategies to cope with risky situations -behaving safely and responsibly in different situations
- Forming and maintaining appropriate relationships with a range of different people
- Recognising that people can feel alone and misunderstood and learn how to give appropriate support
- Recognise when physical contact is acceptable and unacceptable

(more information can be found at: <https://www.eskdale.notts.sch.uk/pshe/>)

Pupils will participate biannually in the Speak out. Stay safe programme organised by the NSPCC. This addresses how pupils can stay safe from abuse and neglect, teaching this in an age appropriate workshop and assembly sessions highlighting:

- Understanding abuse in all its forms
- Know how to protect themselves
- Know how to access sources of help

Y6 pupils participate in annual instructor led approach to the delivery of D.A.R.T (including knife crime and trust) and the school holds annual Internet Safety and Anti-bullying weeks.

- All pupils will be taught an enhanced programme of online safety through Project Evolve which forms a significant part of the school's computing curriculum
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school
- Promote pupil health and safety
- Promote safe practice, and challenge unsafe practice
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, low-level concerns, and the NSCP local multi-agency procedures
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security
- Address drugs and substance misuse issues
- Support and plan for young people in custody and their resettlement back into the community
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.

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- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

At Eskdale Junior, staff have been provided with indicators that might suggest that a pupil may be suffering mental health problems. This include (but are not limited to):

- Sudden or gradual decline in pupil performance
- Sudden or gradual change in mood or attitude
- Pupils becoming insular or withdrawn
- A decline in personal appearance or cleanliness
- Any disclosures (either verbal or written) relating to the meeting or socialising with unfamiliar children that may be significantly older or adults (either in person or online)
- Concerns over pupil mental health

Staff will be made aware of families where there is current or historical use of drugs or alcohol within a family unit, recognising the impact and safeguarding concerns that be present when this occurs. In addition to this attendance will also form part of effective transition so staff can be aware of any concerns that may relate to deliberately missing education or poor punctuality.

At Eskdale Junior, we recognise the sensitivity that can occur when pupils identify as LGBT at an early age. In circumstances such as this, Eskdale Junior will ensure that the class teacher will communicate with the pupils parents and identify a named person (trusted adult) within the class or year group that they can speak to on a regular basis, ensuring that there is no concerning behaviour or discrimination. The school will continue to record and action any instances of homophobia, biphobia and transphobia as part of the serious behaviours section of the school's policy. Eskdale Junior maintains a zero tolerance policy of any discriminatory behaviour at all times.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2022 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2022 Annex C).
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely; child protection or confidential file is kept in paper form separate from the main pupil file, in a locked cupboard in the head teachers office behind a door that is password protected.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of

self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of '**it could happen here**' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

Eskdale Junior **will endeavour to support the pupil through:**

- Developing the content of the curriculum *through assemblies eg: what it means to be safe-both in and out of school, anti-bullying, appropriate behaviour, tolerance. Through curriculum subjects eg: PSHE/RSHE (well-being), Computing (e-safety) and enrichment eg D.A.R.T and The NSPCC work with classes and whole school.*
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
Eskdale Junior School will address concerns by maintaining frequent a dialogue with parents/carers and external agencies that may provide support such a Women's Aid or Family Service. School will support any further referrals for services that may provide support that can be put in place or offered. School will provide pupils with a clear pathway to be heard so that any emerging needs can be met.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported *by working with and in support of outside agencies when the pupils' needs cannot be met by the school alone, creating a school environment where pupils feel safe to voice their opinions of their own needs. Ensuring that where there are concerns around the safety of a child with SEN, that it is made clear to external agencies of potential communication challenges and therefore adjusting approaches to ensure their safety*
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure

the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

- The designated safeguarding lead (Rob Scruton) will be informed immediately, and actions taken in accordance with the school's child on child/ sexual violence and sexual harassment between children in school policy.

Safe Staff and Safe Recruitment

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2022 Part Three and advised by NCC HR Services policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service. (NCC direct schools to the NSPCC Safe Recruitment online course).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2022 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2022 Part Three paragraphs 267 to 277.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2022 in line with KCSiE Part Four Section two. *Staff can access a copy of this through the staff shared drive..*
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices during induction training before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Business Partner or HR Service.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.

KCSiE 2022 Part Three: Alternative Provision – Where Eskdale Junior school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and that the provider meets the needs of the pupil.

Where appropriate, Eskdale Junior School will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

Links to other Local Authority policies

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

- Accessibility Plan.
- Anti-Bullying revised for 2022-2023 (LA template policy in the process of being revised).
- Attendance Policy.
- Behaviour Principles Written Statement.
- Equality.
- Central Record of Recruitment and Vetting Checks.
- Complaints' Procedure Statement.
- Cyber-bullying and Harmful online challenges.
- E-Safety Policy.
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)
- Health and Safety Disability Equality Action Plan.
- Home-school Agreement Document.
- Child on Child Abuse- Sexual violence and sexual harassment and response to 'upskirting'.
- Physical intervention/positive handling.
- Register of Pupil Attendance.
- School Access Policy.
- School Behaviour.
- Knife Crime Guidance 2021 (cross authority and in the process of being revised for September 2022).
- Relationships, Sex and Health Education (KCSiE paragraphs 130 and 131).
- Mental and Physical Health (KCSiE 2022 paragraphs 20, 45 to 47, 164, 170, 170 to 180).
- Special Educational Needs.
- CRB - Use of Reasonable Force Policy/ Guidance.
- Staff Behaviour (Code of Conduct policy).
- Staff Discipline Conduct and Grievance (procedures for addressing).
- School information published on a website.
- Visitors and VIP Policy.
- Whistle Blowing Policy.
- Guidance for NSPCC helpline and usage (KCSiE 2022 paragraph 77; when to call the police guidance from the NSPCC).

At Eskdale Junior, in responding to any disclosures or incidents involving sexual violence and child sexual harassment, the school will apply the following procedural elements:

- In the first instance, the school will follow all embedded safeguarding procedures
- The DSL will undertake an immediate risk and needs assessment. Factors will include:
 - protection and support for the reporting child
 - peer pressure or bullying
 - disclosures within school or on social media
 - the schools obligation to the well-being of both alleged victim and perpetrator
- Where appropriate, the police will be called

- A consideration as to the potential process of exclusion

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

Roles and Responsibilities

All staff and volunteers

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

At Eskdale Junior, all staff are provided with annual safeguarding training and then frequent updates provided by the DSL on those current safeguarding issues and emerging concerns. Through the schools 'take care' value, all staff are expected to be aware of any changes to pupil behaviour that might be an indication of safeguarding concerns. Staff are expected to be vigilant and act in a timely manner, recording all instances of concern, following these up with dialogue with the school's DSL.

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating.

All staff contribute to providing a safe environment in which children can learn by following all school policies and day to day procedures creating a safe environment both in, and when out of schools on trips or extended learning opportunities. All activities are risk assessed and evaluated by the headteacher and EVC.

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

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

The Headteacher operates an open-door policy, specifically for parents/ carers to come into school to seek support or advice regarding any concerns around their child's safety or well-being.

School liaises with social care so that children and social workers can meet during the school day where required. Both designated leads ensure that these meetings begin and end with a dialogue establishing what will be discussed and then the outcome of any discussion with social workers- written records are maintained detailing these exchanges. Children subject to child protection, child in need and LAC plans are kept safe so that the child's needs can continue to be met.

Where dialogue with parents and carers requires a signpost for support the Headteacher or SENDCo provides parents with this information.

It is vital that as a school we recognise the invaluable contribution that social care has in keeping children safe from harm. For this reason, we will ensure the following to maintain a timely, effective and purposeful relationship with social care to ensure that all the pupils in our care remain safe and free from harm at all times:

- ❖ Staff will receive regular training as and when updates are required

- ❖ Any changes to the way social care/MASH functions will be communicated with all staff.
- ❖ School procedure will be clear and effective, making all staff aware of when there is a need for liaison with social care
- ❖ School will consistently provide opportunity for social workers to speak to pupils where it is permitted and not present any barriers to this happening as soon as is possible
- ❖ DSL's in school will maintain an ongoing dialogue with social workers any means required: email, remote call, phone call, face to face (where permitted)
- ❖ School will provide up to date reports as requested from social workers such as attendance, attitude and attainment to ensure a full picture of the child can be achieved with ease
- ❖ School will maintain robust record keeping-maintaining a clear record of any dialogues with social care, identifying names, dates and times. This will also include outcome driven next steps for both social care and school staff to adhere to
- ❖ School will keep social care updated with any notable changes to a child's circumstances where there may be safeguarding concerns

The DSL or school staff member will attend all social care arranged meetings and where this is not possible, will send a detailed report in advance of the meeting.

Safeguarding Training

All our staff are aware of systems within Eskdale Junior School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2022.

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

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

Staff training is completed by the Designated Lead or NCC specialist trainers.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

Staff are clear that they all have a responsibility to safeguard pupils. All staff are provided with a lanyard for ease of identification and a desktop sheet detailing the 'Listen, Record, Share' mantra as a day-to-day reminder of the expectation of how to keep pupils safe from harm. Staff are provided with regular refresher training which details a 'what to expect' from phone calls to MASH and the procedure that all staff should go through when managing a safeguarding incident. Staff record any dialogue that they have with social care or any other external agencies.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not

tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

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

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2022.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Our staff and school engage in learning opportunities or partnership work with other outside groups and agencies such as the NSPCC, Police Early Interventions Officers and Health professionals.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2022 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

At Eskdale Junior, working with outside agencies is key to ensure that all are working in collaboration to the benefit of the child.

The DSL at Eskdale will ensure that frequent dialogue is maintained with social care and other agencies when addressing current and emerging needs. The DSL will attend all meetings associated with an identified child in person, and where this is not possible, virtually. On the rare occasion that this wasn't possible, a detailed report will be shared used the school's standard pro-forma. The class teacher will be the main contributor to this report, provided by the DSL. All staff will be made aware if there is historic or current social care intervention with a family in school. Eskdale Junior will always provide an appropriate space for social care to meet pupils or lead professionals.

Teachers (including NQTs) and Headteachers – Professional Duty

The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

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

Pupils who meet this criteria, are identified at an early stage when joining the school. This could be from the Infant feeder school or from the exchange of records. The designated teacher familiarises with previous provision, paying particular attention to prior successes. The designated teacher maintains PEP plans where appropriate and liaises with social workers and parents to determine the best use of additional funding to meet the child/ren's needs.

Designated Safeguarding Lead

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

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

All DSL's have completed the required training and are overseen by the Snr Designated Safeguarding Lead to ensure that the school has fulfilled all child protection responsibilities, meet the needs of the children on roll.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.

- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

The Snr DSL and DSL team meet on a regular basis to ensure all children who are subject to safeguarding and child protection concerns, have their cases evaluated and the appropriate action is being taken or seek help if needed.

At Eskdale Junior School, vulnerable pupils and those pupils who are subject to safeguarding concerns are supported in the following ways:

- Making staff aware of these pupils in their care and detailing the specific challenges so that both the school's academic and personal development provision can be tailored to pupil need.
- Engage in regular dialogue with parents/carers to ensure that school is kept as up to date as possible with any new developments or emerging concerns.
- Apply sensitivity when teaching themes that may have an impact on the well-being of the child based on their adverse experiences
- Keep a frequent and open dialogue with agencies that work closely with the child or family

Work with others

- Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2022) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 (updated December 2020) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training

The senior DSL attends the NCC Designated Safeguarding Lead Focus Group Meetings which take place half termly at schools/academies around the County.

The DSL's provided a single sheet summary of feedback information to all staff or help to raise awareness of emerging threats and risks.

DSLs feedback information to other staff or help to raise awareness of emerging threats by providing updates at staff meetings or holding updated training sessions as appropriate. The DSLs contribute to developing the curriculum and learning experiences for children and staff through staff meetings, staff notice board, briefings, and arranging additional classroom learning opportunities. This is organised by utilizing links with agencies such as the NSPCC, TETC team, Police or others.

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being groomed into extremist behaviours and attitudes (KCSiE 2022 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2022 Part Two and Annex D).
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.

- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2022.

The Snr DSL and DSL team meet on a regular basis to make sure that each are fully informed of children subject to safeguarding concerns. All records relating to children with a concern are logged in the safeguarding files. If an update is made to the child's record or a new record is entered the log is completed, the Snr DSL and the DSL check the log regularly this indicates which records have been added or updated. The Snr DSL or DSL must sign off each log to show they have read the record and are up to date with all tasks and all incidents are reported, recorded, responded to. At school, we use paper files kept locked in the school office. Each child with a concern has a designated section of the folder kept separate to the main child file. Should the child transfer to another school files are transferred hand where possible or for out of area via secure post. Receiving schools provide a signed receipt to confirm files and records have been received. In some cases, information may also be passed from Snr DSL by phone in addition to the paper records.

Availability

- During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2022 Part Two and Annex C.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- The school, maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Staff Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2022.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2022. If the allegation is against the Headteacher/Principal, then the Mr J Allum will manage the allegation – see below.

Governing Body and Multi- Academy Trust

We recognise our Governing body has a strategic leadership responsibility for our *school's* safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2022, ensuring policies, procedures and training in our *school* are effective and comply with the law at all times.

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, updated December 2020) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2022 from paragraph 114 to 122, 389 to 379, 475 and page 155, the additional clarification about GDPR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2022 Part One and or Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake safeguarding to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic

challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.

- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2022 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2022 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO.)
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- When the schools premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll (KCSiE 2022 paragraphs 165 to 166).
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.

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

Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.
- The headteacher will share an annual report with the FGB reflecting pupils progress and attainment.

Children with Special Educational Needs

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

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,

- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

Taking action where concerns are identified

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

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

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

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

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

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

Confidentiality

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

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

The Headteacher or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

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

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2018, updated December 2020).

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

- *DfE KCSiE 2022 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.*
- *HM Working Together to Safeguard Children 2018 Paragraph 23 to 27 and on pages 20 and 21.*

- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*
- Staff and governors have completed GDPR Information Sharing training.

Records and Monitoring (KCSiE 2022 paragraphs 68 to 70, Part Four, Part Five, Annex C)

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. The role of the adults involved in the recording will be identified. Where an opinion or professional judgement is recorded this should be clearly stated as such. All records will be countersigned by the pupil's class teacher as confirmation that the information recorded is understood. All records will be shared with the deputy DSL and signature required to confirm that records have been read and understood.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right-hand corner to denote a separate file exists

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

Why recording is important

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

Eskdale Junior School maintains paper 'child protection confidential' Files.

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

The Child Protection (CP), Child in Need (CiN) or Confidential file

(KCSiE 2022 paragraphs 13-14,47, 53, 68, 76,81, 94, 98,101 137, 170 to 198 and Annex C).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

School has effective and rigorous processes in place to ensure that we maintain effective records. There is a regular audit of records by the safeguarding link governor as well as the Snr DSL and DSL. This includes regular monitoring to ensure cases and files are managed to reflect the child's journey through the safeguarding system and engagement with statutory agencies, including social care, Early Help, Police, CAMHS, Health and other services.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

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

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right-hand corner to denote a separate file exists.

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

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

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

All 'child protection' or 'confidential' file should contain the following

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

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

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

The 'confidential' file can be active or non-active in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

Our school will adopt the file transfer guidance contained in KCSiE 2022 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2022. Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE 2022 page 163 and 164.

Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2022 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to

continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.
(KCSiE 2022 page 163 and Annex C).

Recording Practice

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

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

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

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision Version 9.1 document published May 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

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

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Educating Young People – Opportunities to teach safeguarding

(KCSiE 2022 paragraphs 128 to 134, Annex A & Annex C Online Safety page 134 to 147).

As a school we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in school, in the home or in a

community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

Mobile phone will not be permitted in school. Children will not have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Eskdale Junior's RSHE provision is incorporated into the schools PSHE provision. The intent for this is as follows:

- Understanding of personal health and well-being taught through the influence of others
- Developing an awareness of relationships and emotions as they grow.

The specific RSHE content is identified in purple text on the school's website and is shared with all stakeholders. This aspect to the school curriculum has been implemented through consultations with both staff, parents and governors. This content is delivered through the school's process model for PSHE to ensure a consistency of approach across the school.

<https://www.eskdale.notts.sch.uk/pshe/>

Online safety remains a priority for all at Eskdale Junior and is integral to our approach to keeping pupils safe at all times. Our curriculum has been adjusted to reflect this priority and the specific teaching of online safety can be found through the school's computing curriculum:

<https://www.eskdale.notts.sch.uk/computing-2/>

In addition to this, the school take the opportunity in assembly to teach online safety and participates in National Online Safety Week.

The school regularly shares any updated information relating to online safety and publishes these and a wealth of other advice on the school website:

<https://www.eskdale.notts.sch.uk/e-safety-advice-for-parents/>

On occasions when pupils need to work from home, the school will provide technology where required and will only publish approved weblinks to discourage unfiltered searches. Pupils who work at home will be provided with guidelines and parents can find the schools expectations on the school website.

Children and parents are made aware of on-line safety to minimise the safeguarding risks technology can pose in the following ways:

- Monthly internet safety newsletter focussing on a different area of online safety each month eg: gaming, social media etc..These are emailed to parents as well as being posted on the school's website.
- The school's website has a dedicated section to approved links to internet safety websites
- All pupils at Eskdale will engage in Project Evolve that focusses on internet safety
- All pupils engage in National Internet Safety week, led by the schools computing lead and head teacher.

Parents can call school or where appropriate meet with the school's computing lead to discuss any concerns and explore any further support.

On the rare occasion that pupils would need to access education from home, the following arrangements to keep pupils safe would be applied:

- Paper copies of work for pupils
- Dialogue with pupils/parents once each week phone calls to check on how pupils were doing
- Teams meetings where appropriate
- Home visits if non-engagement in work.
- Clear protocols on phone calls (loudspeaker)
- Triage approach to identifying causes for concern:
 - Not answering phone
 - Not submitting work
- All dialogues with pupils recorded

Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school. If not included in a section above or as Appendix 5.

Helplines and reporting

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

Advice and information for parents including weblinks:

E-safety is an integral part of children's education in today's digital world and is embedded in their learning at school. At Eskdale we also want to help our parents, carers and children improve their own understanding of e-safety issues so they can learn to use the internet and all digital media in a safe and secure way.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice for parents on cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

<https://parentzone.org.uk/>

<https://www.thinkuknow.co.uk/>

<https://www.ceop.police.uk/safety-centre/>

- You should never give out personal details to online 'friends'. Use a nickname when logging on and don't share full name, email address, mobile number, school name and any photos,

including photos of family or friends – any picture or video online can be changed or shared without permission.

- Talk to your child about what they are doing online and who they are talking to. Get them to show you how to use things you are not familiar with. Keeping the computer in a family room means that you can share your child's online experience, they are less likely to act inappropriately (i.e. via webcam) and their online 'friends' will see they are in a family room.
- If your child receives a message that upsets them, remind them not to reply, they should save the message and show you or another trusted adult.
- Spam and junk emails and texts are not true, don't reply or send them to anyone else, just delete them.
- Don't open files sent from people you don't know. They could contain a virus, or worse – an inappropriate image or film.
- An online 'friend' is anyone you have not met in real life; no matter how long you have been friends with them.
- Help your child to understand that some people lie online and that it's better to keep online 'mates' online. They should never meet up with any online 'friends' without an adult they trust.
- Make sure they know how to block someone online and report them if they feel uncomfortable.
- Make sure your child feels able to talk to you, let them know that it's never too late to tell someone if something makes them feel uncomfortable. Don't blame your child, let them know you trust them.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting:
Childline information for young people
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#) which helps young people to handle incidents of sexting.
- The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

The following appendices are a part of this policy:

<i>Appendix 1 - NCC LA Flow Chart 2022-2023 'What to do if you are worried a child is being abused at risk of harm or neglect.</i>
<i>Appendix 2 -Template: Case Record and Chronology form</i>
<i>Appendix 3 -Template: Logging a concern about a child's safety and welfare</i>
<i>Appendix 4 -Template: Ongoing dialogue form</i>
<i>Appendix 5 - Template: Body Maps Guidance and Body Maps</i>
<i>Appendix 6 – Prevent incident recording form</i>

Appendix 1

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

Actions where there are concerns about a child's welfare in and outside of school

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, or sexual harassment

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.**

Discuss concerns with the Snr Designated/Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care
Have child/families' personal details to hand and be clear about concern/allegations.

Safeguarding concern Resolved /no longer held
Support has been agreed, record decisions and any follow up needed.

MASH Tel: 0300 500 80 90
Consultation Line Tel: 0115 977 4247
(Office Hours Monday to Friday)

If the child is at immediate risk dial 101 and ask for assistance
Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.
www.nottinghamshire.gov.uk/nscp

**Out of hours
Emergency
Duty Team**
5.00pm –8.30am
Tel: 0300 4564546
NSPCC Whistle blowing
Tel: 0800 028 0285
Police Tel:101

Unmet needs identified
Decide what actions are needed to support the child.

Consult with the child young person, family, and relevant agencies:
Agree support, refer to NSCP guidance 'Pathway to Provision' version 9.1.

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals via the online form Nottinghamshire LADO will be required to complete a new Online Form, available [here](#)

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

This flow chart is a brief guide - Please refer to our School Child Protection Policy.

Appendix 2



Eskdale Junior School

INFORMATION/FRONT SHEET

Name:		DOB:	Class/Form:	Ethnicity:	
Home Address:			Telephone: e mail:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?					
Members of household					
Name	Age/DOB	Relationship to child	Home work	Contact No	
Significant Others (relatives, carers, friends, child minders, etc)					
Name	Relationship to child	Address	Tel No		
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child ie EHAF/PPP/LAC/CiN	Tel No	Date	

Appendix 3

Eskdale Junior School

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)



Notes should:

- Be made as soon as possible
- Be in ink NOT pencil
- Any names should be written in full and not initials
- Any mistakes should be scored through with a single line and initialled.
- Original notes **MUST** be retained regardless of what they were written on e.g. scraps of paper
- Be **passed to the Designated Safeguarding Lead (DSL) without delay** in the absence of a DSL pass immediately to a senior member of staff. (Referral must be made without delay if required)

Child's Name:	Date of Birth:	CLASS:
Date and Time of Incident:	Date and Time (of writing):	
Name:	Signed:	
Job Title:		
Note the reason(s) for recording the incident.		
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?		
Professional opinion where relevant (how and why might this have happened)?		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Safeguarding Lead

Logging concerns/information shared by others external to the school (Pass to Designated Safeguarding Lead)

Part 1 (for use by any staff)

Notes should:

- Be made as soon as possible
- Be in ink NOT pencil
- Any names should be written in full and not initials
- Any mistakes should be scored through with a single line and initialled.
- Original notes **MUST** be retained regardless of what they were written on e.g. scraps of paper
- Be **passed to the Designated Safeguarding Lead (DSL) without delay** in the absence of a DSL pass immediately to a senior member of staff. (Referral must be made without delay if required)

Child's Name:	Date of Birth:
Class (if applicable):	
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc.?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions /Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Person	
Name:	
Date and time:	



Appendix 4

ON-GOING DIALOGUE REGARDING A PUPIL'S WELFARE

To be kept with confidential files.

Pupil's Name

Sheet no

Date + Time	Conversation between (role of adult) – Information discussed - Outcome/next steps –	Print Name & Signature
		Information shared with class teacher Date +time: Initials:
Date + Time	Conversation between (role of adult) – Information discussed - Outcome/next steps –	Print Name & Signature
		Information shared with class teacher Date +time: Initials:
Date and Time	Conversation between (role of adult) – Information discussed - Outcome/next steps –	Print Name & Signature
		Information shared with class teacher Date +time: Initials:

How do I contact the Nottinghamshire MASH?

As a professional with a NEW safeguarding concern regarding a child, young person or vulnerable adult, you can:

Telephone 0300 500 8090 8.30-5pm Mon-Thurs 8.30am-4.30pm (Fax 01623 483 295)

In an emergency, outside these hours contact:

The Emergency Duty Team (EDT) on 0300 456 4546

Date + Time	Conversation between (role of adult) – Information discussed -	Print Name & Signature
	Outcome/next steps –	Information shared with class teacher Date +time: Initials:
Date +Time	Conversation between (role of adult) – Information discussed -	Print Name & Signature
	Outcome/next steps –	Information shared with class teacher Date +time: Initials:
Date + Time	Conversation between(role of adult) – Information discussed -	Print Name & Signature
	Outcome/next steps –	Information shared with class teacher Date +time: Initials:

How do I contact the Nottinghamshire MASH?

As a professional with a NEW safeguarding concern regarding a child, young person or vulnerable adult, you can:

Telephone 0300 500 8090 8.30-5pm Mon-Thurs 8.30am-4.30pm (Fax 01623 483 295)

In an emergency, outside these hours contact:

The Emergency Duty Team (EDT) on 0300 456 4546

Appendix 5

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g., MASH or the child's social worker if already an open case to social care.**

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

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

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

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's child protection file.

BODYMAP

(This must be completed at time of observation)

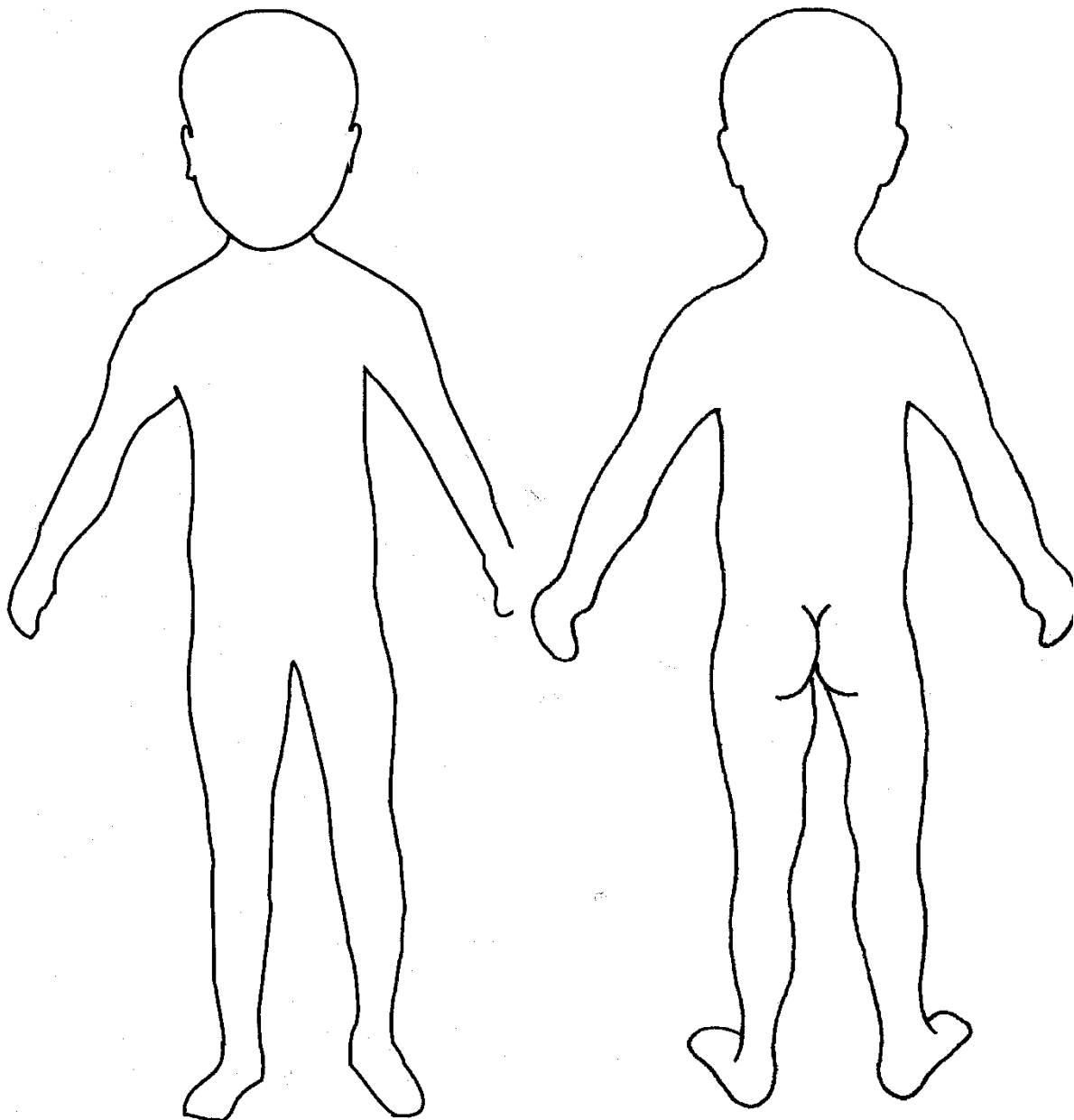
Names for
Child: _____

Date of
Birth: _____

Name of
Worker: _____

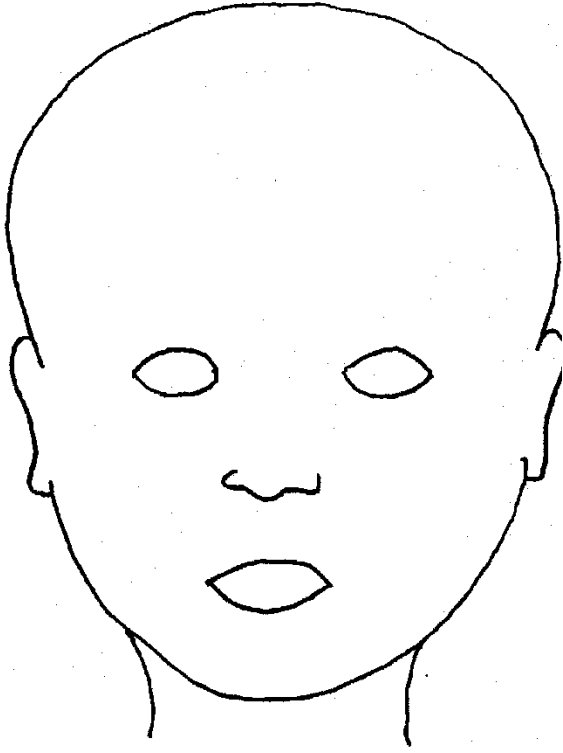
Agency: _____

Date and time of
observation: _____

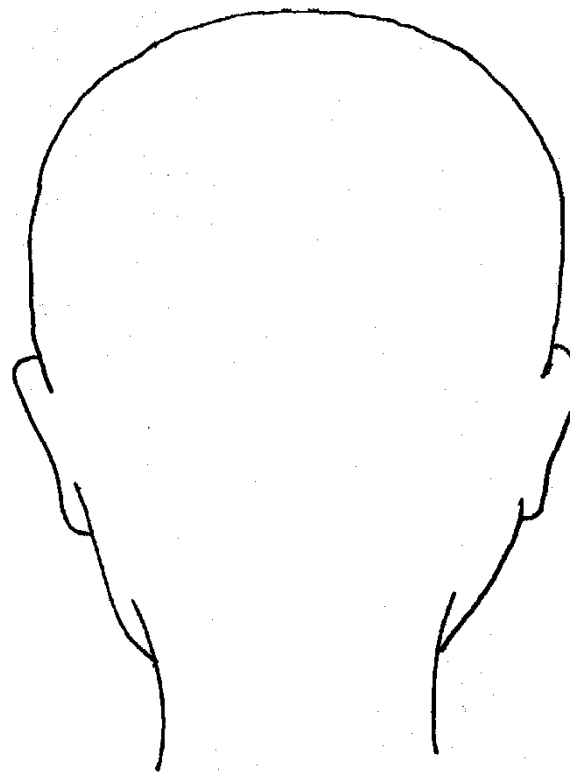


Name of
Child: _____

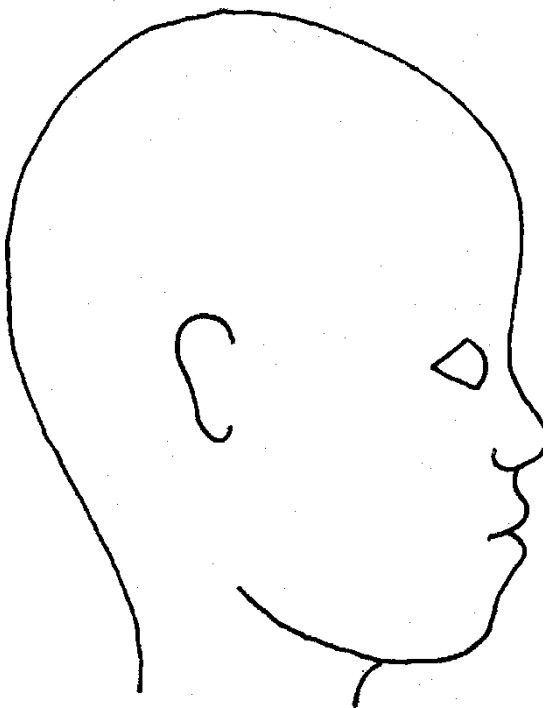
Date of
observation: _____



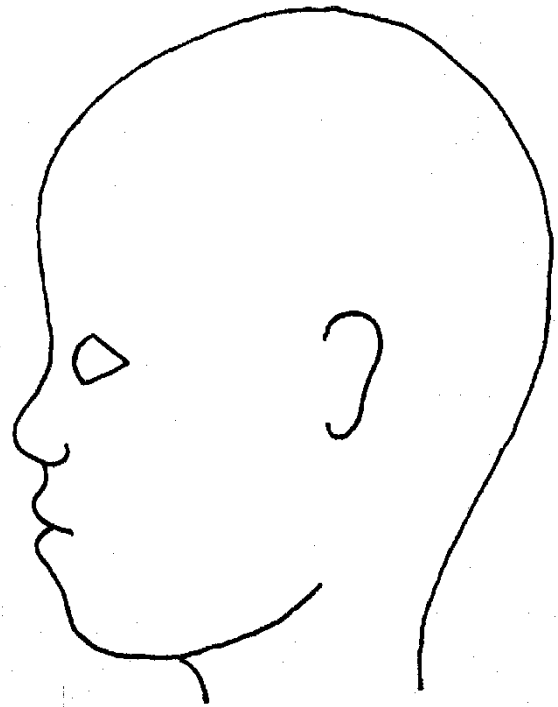
FRONT



BACK



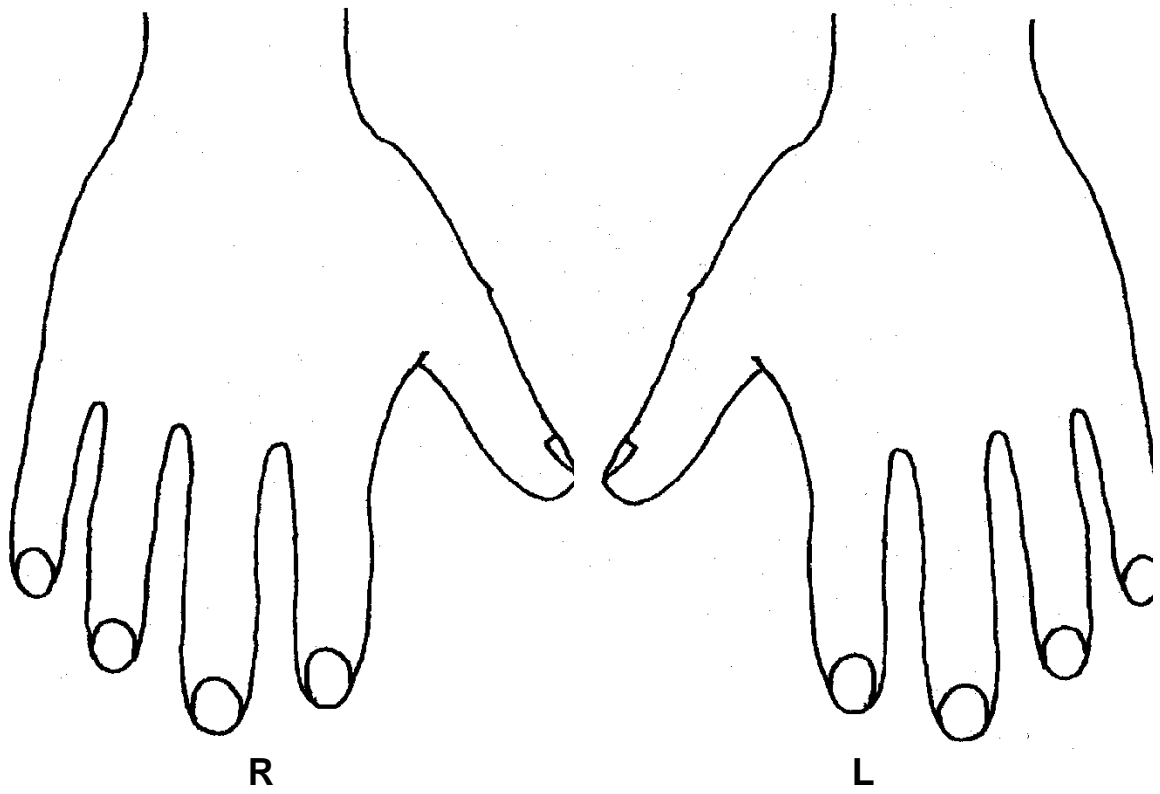
RIGHT



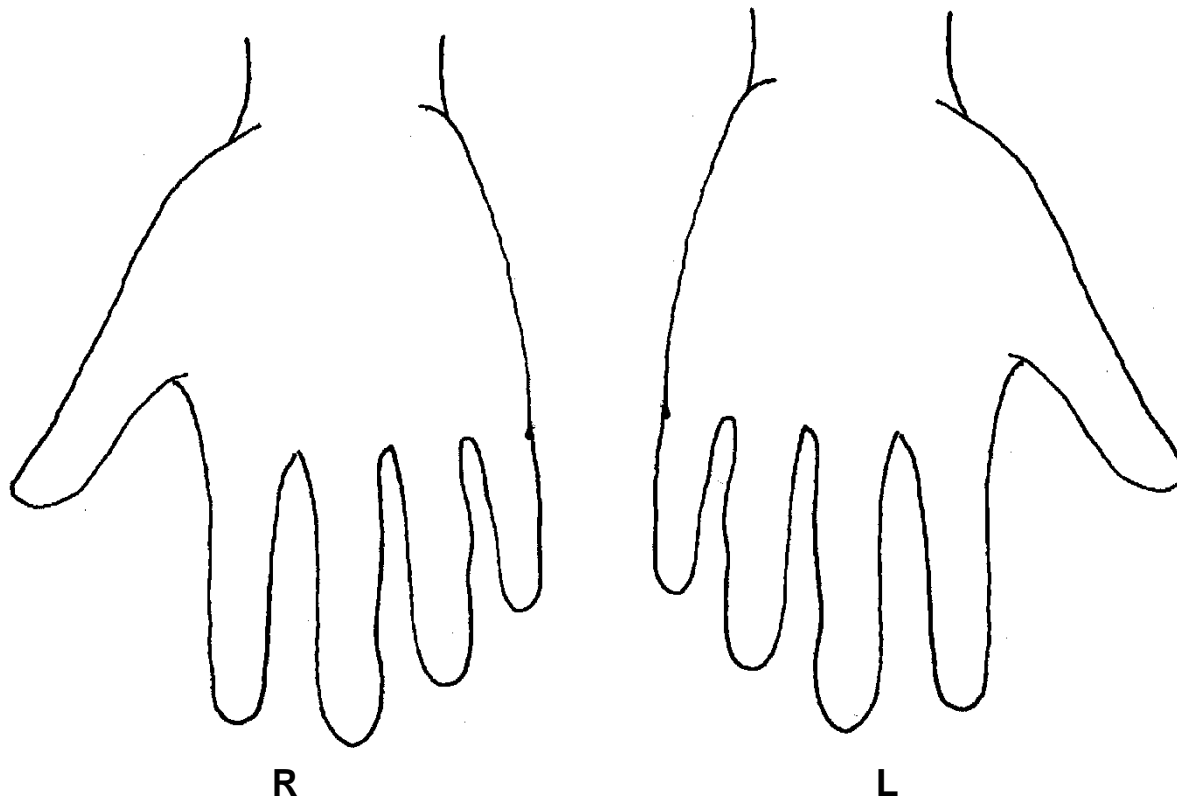
LEFT

Name of Child: _____

Date of
observation: _____



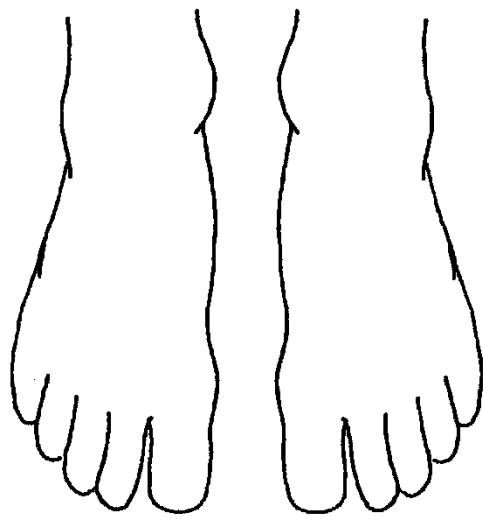
BACK



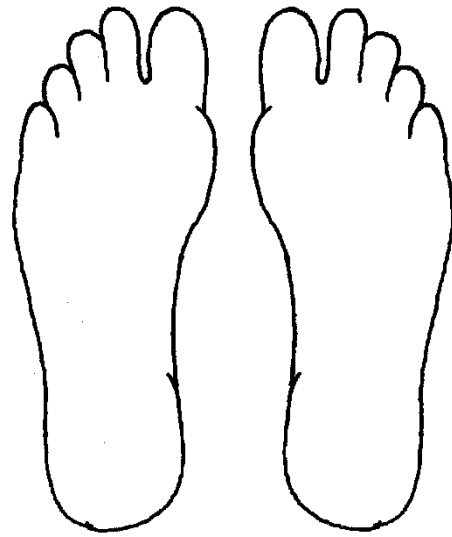
PALM

Name of
Child: _____

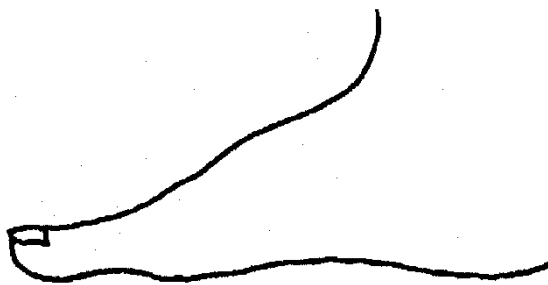
Date of
observation: _____



R TOP L



R BOTTOM L



R

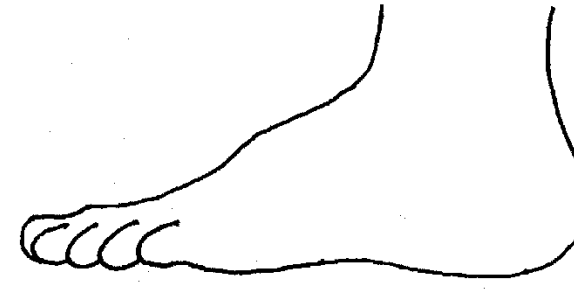


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Appendix 6

Eskdale Junior School

PREVENT incident recording form

Part 1 (for use by any staff)



Notes should:

- Be made as soon as possible
- Be in ink NOT pencil
- Include Time, Day, Date
- Be signed by the author and their name printed
- Any names should be written in full and not initials
- Contain the exact language used by the child – **NOT** an interpretation made by an adult
- Be given to the head teacher for monitoring

Name of child:	Date:	Day:	Time:
Written by (full name):	Signed:	Date:	
Witnessed by (full name) if applicable:	Signed:	Date:	



Eskdale Junior School
Child Safety and Welfare

PREVENT incident recording form

Part 2 for use by Designated Safeguarding Lead

Time and date information received by DSL, and from whom.	
Any advice sought by DSL (date, time, name, role, organisation and advice given).	
Action taken Note time, date, names, who information shared with and when etc.	
Parent's informed Y/N and reasons.	
Does an East Midlands PREVENT referral form need completing? Y/N and reasons	
Signed	
Printed Name	
Information shared with: Name/Signature	