

Trust Policy

Safeguarding Policy

(Nottinghamshire County Council model)



Contained within this document:

Full safeguarding guidance for county schools

This policy should be read in conjunction with:

The full list of associated policies contained within this document



Safeguarding Policy (Nottinghamshire County Council Model)

Policy/Procedure management log

Document name	Safeguarding Policy (Nottinghamshire County Council Model)
Author	H Duffy
Date approved	To be approved at Directors September 2021
Date issued	September 2021
Date of review	July 21 in light of KCSiE 21
Reviewer	Executive Directors

Document history

Version	Date authored	Author Notts CC Reviewed by:	Date approved	Date issued
V1	1 st Sept 2016	H Duffy	1 st Sept 2016	1 st Sept 2016
V2	November 2016	H Duffy	January 2017	January 2017
V3	May 2017	H Duffy	June 2017	June 2017
V 4	March 2018	H Duffy	March 18	March 18
V5	September 18	H Duffy	Sept 18	Sept 18
V6	September 19 Covid 19 Annex March 20	H Duffy	September 2019	September 2019
V7	September 20	H Duffy	September 2020	September 2020
V8	September 21	H Duffy	September 2021	September 2021

Files, Recording and Auditing

Please Note: It is important to acknowledge that Meden School is moving towards an electronic filer storage system. Meden School receives paper files from Primary Feeder schools, but as an organisation all our Safeguarding Files and Records are then made and stored electronically.

Staff will need to access relevant training to be confidently and competently able to administer the system and its functions for recording and reporting cases of a 'safeguarding' and or 'child protection nature. Staff with designated safeguarding responsibilities, including governors and senior leaders will need to be conversant with the electronic system to ensure it is fully operational, maintained and suitable to support the schools 'safeguarding arrangements'.

The Head Teacher, if not the Snr Designated Safeguarding Lead, as well as named governors with child protection/ safeguarding responsibilities, will also need to be conversant with whatever system is in place to be able to carry out as a minimum the annual safeguarding/ child protection

audits. The Meden School uses an electronic system to make all referrals and store all Child Protection Records.

Transfer of Concern/Child Protection File

When children leave a school or college through either transfer or transition to another school or education provider the Snr Designated Safeguarding Lead (DSL) should ensure their 'concern'/child protection' file is transferred to the new school or college as soon as possible, ideally at the same time as the child goes off roll. The 'concern'/child protection' file should be transferred separately from the main pupil file, ensuring secure transit via a secure and signed for mechanism, or where possible, in person, and confirmation of receipt should be obtained. It is advised, wherever possible, for the file to be hand-delivered to the receiving Snr Designated Safeguarding Lead, ensuring a discussion takes place and is **clearly logged** with the time, date and name of the DSL, before the child goes on roll, to ensure all necessary safeguards are in place and the child is aware of who will be available to support them.

Transferring of schools at key stages is often a difficult or anxious time for most children. For children with child protection or safeguarding concerns/ needs this can be increased through the nature of what may be happening in the child's life and within the family.

Those with designated safeguarding roles and responsibilities should ensure wherever possible the child feels able to voice any concerns or share information with a member of staff. It would be advisable wherever possible for the child to be offered a mentor or 'key person' who they can go to for support.

If there is any ongoing legal action when the child/ young person is leaving or transferring to another school this must be shared fully with the Snr DSL at the receiving school i.e. A child being on a Child Protection Plan could also be considered as 'legal 'action''. Custody of any legal documentation and responsibility for subsequent actions then passes to the School that the child/ young person transfers to. School should not retain copies of information or legal documentation unless it complies with any retention policy of the individual school.

Retaining files:

- Primary schools must send everything that they have to the secondary school and keep nothing themselves.
- Secondary schools must retain copies of the person's file up until their 26th birthday

This guidance along with the child protection policy template will be extensively reviewed and revised as soon as the Government and DFE publish the next edition of DFE Keeping Children Safe in Education and HM Working Together to Safeguard Children or other statutory guidance which will inform on roles, responsibilities and practices to be brought into place and action. It is also vital that a school reviews policy and procedures at regular intervals and linked to any contextual and relevant safeguarding concerns.

INTRODUCTION

The Meden School

Policy statement and principles

At Meden School we are committed to creating a supportive and caring learning community that matches our principles of Aspiration, Achievement and Excellence. Through this child centred ethos, that enables the voices of all children to be heard, we enable our students to grow as individuals and learners so they are fully prepared to engage with the life chances that a rounded education can provide. We believe it is the responsibility of every adult in our building to keep the children of Meden School safe and protected from harm, whether this is in school, or outside of school. Clear lines of communication and reporting procedures are in place to ensure that actions will be taken in a timely and supportive manner to safeguard and promote all children's welfare at Meden School. As an organisation Meden School recognises its responsibility as a cornerstone of safeguarding young people in our care by ensuring robust policies and procedure are in place and that the adults within our organisation are aware of, and understand, them so they can continue to promote the welfare of our students.

The Meden School Senior Leadership Team is made up of:

Mr. J Smith (Headteacher)

Mrs. L Brett (Deputy Headteacher)

Mr. D Penman (Assistant Headteacher – Senior DSL)

Miss. A Mann (Assistant Headteacher)

Miss. K Hickinbotham (Associate School Leader – Deputy Senior DSL)

Mrs. L Clenaghan (Associate School Leader)

Meden School has a range of policies that ensure effective safeguarding of students and these are: Staff Behaviour Policy (code of conduct), Safer recruitment policy, Allegations against staff complaints, Pupil behaviour policy, Children Missing in Education, Online Safety, Peer on Peer (child on child) and sexual violence and sexual harassment between children policy and procedures and CCTV policy.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead David Penman 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 full review: September 2020

Interim review: March 2021 due to COVID arrangements and associated Safeguarding action

Date of next review: September 2022

Role	Name	Contact Details
Headteacher/Principal	<i>Jim Smith</i>	<i>01623843517</i>
Senior Leader(s) available for contact in the absence of the DSLs	<i>Kim Hickinbotham</i>	<i>khickinbotham@medenschool.co.uk</i>
Designated Governor for Child Protection/ Safeguarding	<i>Pat Kennedy</i>	<i>pkennedy@novagovernor.net</i>
Snr Designated Safeguarding Lead	<i>David Penman</i>	<i>dpenman@medenschool.co.uk</i>
Deputy Safeguarding Lead	<i>Kim Hickinbotham</i>	<i>khickinbotham@medenschool.co.uk</i>
<i>Names of additional Safeguarding Officers</i>	<i>Tracy Coulson Belinda Rogers Greg Harris Ruth Coleman Warren Byrne Fiona Garlick Matt Hamer Charlotte Wild</i>	<i>01623843517 dsl@medenschool.co.uk</i>
LA Safeguarding Children in Education Officer	<i>Cheryl Stollery</i>	<i>0115 8041047</i>
LA Child Protection Contact/LADO	<i>Eva Callaghan or covering LADO</i>	<i>0115 8041272</i>
MASH (Multi-agency Safeguarding Hub)		<i>0300 500 80 90</i>
Emergency Duty Team (Children's Social care)	<i>Outside of office hours</i>	<i>0300 456 4546</i>
Police (to report a crime and immediate risk of harm or abuse to child)	<i>101</i>	<i>In an emergency 999 (only)</i>

Meden School

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 2021 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

During the Covid-19 we continued to safeguard our students by maintaining robust procedures to support students in school. During lockdown, or enforced isolations, we ensured the safety of our students by identifying vulnerable students and making regular contact with parents and students to ensure they were supported and safe. Moving into the new academic year we will ensure that we continue this good practice and support students who are isolating, or effected by Covid-19, in a timely and effective manner to ensure that they remain safe and protected from harm.

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, member of the Nova Education Trust 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-centre 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.
- Working Together to Safeguard Children 2018.

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 snr 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 where 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 2021 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.
- Peer on Peer (child on child) 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.
- Privately fostered
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on child sexual violence and sexual harassment (defined in KCSiE 2021 Part Five and DfE Sexual violence and sexual harassment between children, September 2021).
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues 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 2021 and 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.

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 harms 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.

All forms of abuse or harassment will be reported, via The Meden Safeguarding App, in accordance with national safeguarding guidance and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2021.

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.

To ensure that our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school is robust and effective Meden School will:

- Listen in a non-judgemental manner to ensure that students are comfortable in disclosing information.
- The disclosure will be recorded on the Meden School Safeguarding App so that a clear chronology of events exists.
- Staff will investigate any allegations and, in keeping with our policies and procedures, take written statements from people involved in the allegation. These will be uploaded to the Meden Safeguarding App.
- Check CCTV in line with our CCTV policy and if any video imaging exists this video will be retained to aid future actions.
- Both the victim and the perpetrator will be offered support by the school and this could involve outside agencies or in school support mechanisms.
- Parents will be informed of any allegation and the outcome of the investigation so they are fully involved in the process and can offer support to their child in an effective manner.
- External agencies will be contacted if the Snr. DSL and Deputy DSL deem this suitable after reviewing the cases and consulting the Pathway to Provision

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 peer on peer 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues: All staff at Meden 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.

Staff will be aware of changes in behaviour, changes in physical appearance, changes in emotional and mental wellbeing and social engagement as indicators of a safeguarding issue. Meden School ensures that staff remain vigilant through an extensive programme of both online and live safeguarding training, which has been calendared for the next academic year, weekly briefing that have a specific safeguarding focus, daily bulletin updates, weekly RISK Meetings that review cases, ½ termly DSL Team Meetings, Snr. DSL and Deputy DSL being available at all times during school hours, positive links with feeder schools that share siblings and the Personal Development Curriculum which highlights possible risks. There is also a safeguarding information board in the staffroom that displays posters on the indicators of harm, school policies, updates and relevant contact numbers for the Nottinghamshire County Council MASH Out of Hours contact number and the LADO.

Meden School ensures that students can access and use different media platforms through assemblies, IT lessons with a specific focus on how to use media and software effectively, the Personal Development Curriculum that has specific foci on online safety and information sharing with parents that includes the school website and termly safeguarding newsletters. The Meden School has an Online Safety Policy. Meden School has a zero-tolerance approach to online abuse and has sort to support students at home by delivering lessons on how to use IT safely as well setting up a Safeguarding Network on Microsoft Teams. Parents have been supported through letters and information provided on the school website.

Below is a link to the school website where parents can access information and support concerning online safety and ensuring the wellbeing of their child.

<https://www.medenschool.co.uk/page.php?p=wellbeing>

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 (Meden 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.

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 our school will play their part in this process. Through our Personal Development Curriculum we will take opportunities to teach children about important safeguarding issues in a way that is

age appropriate. Children will also be provided with a network of accessible adults, including Form Tutors, Non-teaching pastoral staff, the DSL Team and Senior Leaders, who they can discuss any concerns that they might have. This accessibility is promoted through assemblies, safeguarding videos and an open-door approach across the school. Students are reminded at every opportunity that they will be listened to and all allegations and disclosures will be taken seriously by our staff and fully investigated; as such we have a zero-tolerance approach to “banter” and behaviours that place our students at risk of harm. To ensure that Meden School can effectively garner the views of our students and hear their voice we conduct student panels both with a member of staff and the Safeguarding Governor to ensure that students are able to contribute their valued opinion to the safeguarding procedures Meden School.

The DSL and staff at Meden School will support students with mental health problems through a range of strategies that will be applied to best suit the needs of the student. Where appropriate Meden School’s DSL Team will refer students to external agencies such as CAHMS or their GP, which will be done after communication with parents. Meden School also has a range of support systems within the school such as a School Counsellor, The Impact Centre with a sensory room for vulnerable students, non-teaching staff who can offer mentor support, Form Tutors to provide and a dedicated Head of Year to provide support as required. All staff their duty of care to our students seriously and will ensure that plans that are created either in school, or with the support of external agencies, are actioned quickly and effectively for the benefit of our students.

Staff at Meden School are able to identify indicators that a child has, or is, suffering abuse as a result of extensive training which is based on online learning, in house live training and live training delivered by Nottinghamshire County Council. Staff are also supported in their understanding of safeguarding through the use of a Knowledge Checker Quiz. Staff at Meden School work within our school ethos to create a caring environment and as such are alert and vigilant to the possible indicators of abuse. Staff have been encouraged to report their concerns and follow them tenaciously and, as such, staff use their lesson, form times, break and lunch duties to engage with students on a personal level while monitoring their behaviour.

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 can make a referral to children’s social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

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

Meden School ensures that it has strong relationships with external organisations so that we can provide effective support for our students. Meden School ensures that it attends all meetings with Social Care and actions plans that are put in place quickly and effectively. Meden School maintains close contact with Nottinghamshire County Council MASH by attending DSL Networking

Events and through ensuring that we seek support whenever it is required. All staff at Meden School now have NSCP Training Account and this enables them to understand their role in safeguarding children more effectively and builds closer links with Nottinghamshire County Council. Meden School has an open door and reflective approach to our safeguarding practice and as such, in pursuit of best practice, we have conducted reviews of our procedures with the LA Safeguarding Children Officer. Meden School has also built strong relationships with PCSOs and Neighbourhood Police Officers as a means of sharing information and building a contextualised understanding of issues within the local community. This has enabled us to support students in a positive and proactive manner. Meden School hosts meetings with both children and parents to ensure that we build effective relationships and can offer support and guidance as required. Meden School recognises that a key element of safeguarding children is building strong relationships across a range of organisations and with parents/carers of our students.

Children who attend alternative education often have complex needs, it is important governing bodies 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.

Meden School recognises its responsibility to continue to safeguard and support our students even when they attend an Alternative Provision. To ensure this there is Senior Leader that is DSL trained who oversees the allocation of students to an AP and the selection process for which AP's Meden School works with. To provide effective monitoring and accountability of this process the AP Lead regularly meets with the head teacher and the Snr. DSL to review the wellbeing of students at AP. Where there are concerns Meden School ensures that it acts swiftly to offer support to any student so they effectively engage with their education in a safe manner. Meden School ensures that we effectively assess risks our students on AP may face and our AP Lead meets all AP providers before any partnership commences and maintains a regular presence through the academic year. The Meden School AP Lead ensures that full information is shared with the AP provider, so they are fully aware of the needs of our pupils and then conducts regular checks through a range of communication methods on the student's engagement and well-being. Attendance is monitored through registers sent to Meden School and these are verified through regular monitoring.

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

Meden School ensures that concerns are shared effectively with a range of agencies. Disclosures are monitored and responded to promptly. Any disclosure that may need a referral to an external agency is discussed with the Snr or Deputy DSL. The DSL adopts an attitude of "it could happen here" and as such discusses any cases of concern. The Snr DSL, Deputy DSL and School SENDCO conduct weekly RISK Meetings to review cases and suggest further action if needed. The Snr. DSL also reads all disclosures and signs these off to ensure that the necessary has been taken and that disclosures are monitored effectively. The DSL team also meets once a half term to discuss safeguarding concerns and individual cases. Concerns are shared through a range of communication methods such as online referral forms, email or phone call depending on the reporting mechanism of the agency or the severity. Meden School will share concerns with

Nottinghamshire County Council, Early Help Unit, Sexions, The Police, CAHMS and other relevant agencies that offer support to young people. To ensure effective safeguarding provision Meden School seeks to build strong relationships and partnerships with a range of organisations. Meden School seeks support from services such as NSPCC, NSCP, Nottinghamshire County Council, Sexions and The Safeguarding Network. Each of these organisations offers training, support and guidance on how Meden School can fully support and safeguard its students.

Meden School ensures that staff are fully inducted into the school and the safeguarding processes and procedures are effectively communicated with them. This safeguarding induction is conducted by the Snr. DSL. Supply staff, temporary staff and volunteers are given an induction by the Snr. DSL and the safeguarding procedures and processes are shared with them. Meden School also shares its safeguarding policy with supply agencies so this can be shared with their staff. Supply staff and volunteers are given accessible information on how to report concerns or disclosures and there are posters displaying the DSL team in all classrooms as a means of highlighting to all staff who they can discuss any concerns or disclosures with.

Note from 1 September KCSiE places additional requirements on schools to:

The Snr 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, see KCSiE 2021 page 147.

The Snr 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 Snr 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.

Meden School manages the requirements and arrangements placed on the DSL Team by ensuring that they have a reduced teaching timetable and are thus able to fulfil their role effectively. To further ensure effective support of our students there are non-teaching DSLs who are available throughout the school day to deal with any disclosures or concerns. The Designated Teacher is given a further reduction in their timetable to enable them to support LAC children and build strong links with the Virtual School.

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.
- 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 school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- Ensuring we have appropriate policies and procedures to deal with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment and this is included in our main Peer-On-Peer Abuse Policy

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, peer on peer abuse (child on child), sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced sexting.
- Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
- Recognising how pressure from others can affect their behaviour.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. The Meden School Behaviour Policy provides further details and this can be accessed at the link <https://www.medenschool.co.uk/page.php?p=policies>
- 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.

Opportunities to teach safeguarding: KCSiE 2021 paragraph 121 informs RSHE being mandatory from September 2020 and provides additional links to further advice and guidance including a one stop shop for teachers including teaching modules. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

Meden School will embed and teach safeguarding as part of our broad and balanced curriculum through a range of approaches. Students will be educated on safeguarding through the Personal Development Curriculum, which will tackle aspects of safeguarding in an age appropriate manner to ensure that students are aware of risk and harms they may face, how to identify them and how to share any concerns with a responsible adult. This curriculum will seek to equip students they need

to keep themselves both inside and outside of school and as they continue their life beyond Meden School. Meden School will also utilise external agencies to deliver expert advice to students on certain topics and students will be educated on safeguarding through assemblies that will focus on specific aspects of safeguarding.

- 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 (KCSiE 2021 Part Four Pages 81 to 95) and Part Four Section two for dealing with 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.
- Through close working relationships with AP providers that we use we ensure that our students who access these facilities still receive an effective education around safeguarding. This is achieved either through delivery of safeguarding education at the provision or by sharing resources from Meden with them.

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 2021 to:

- Ensure we have a Snr Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2021 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 Snr Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.

- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; Meden School is currently moving to a fully electronic system. As a result, the only paper files relating to safeguarding are sent to Meden School from our link primary schools. No paper files are created about a child once they become a pupil at Meden School. The paper files that do exist, and pertain to the child's early years and primary education are kept separate from the main pupil file and are in a locked filing cabinet. All paper files are kept in a locked filing cabinet, in a room with a secure keypad lock. The code for this room is known only to the Snr. DSL, The School Business Manager and the DSL Administrator. They keys for the filing cabinets are kept in a secure location and are unmarked.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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.

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum with a planned and cohesive approach that explicitly teaches safeguarding through our Personal Development lessons, the use of external experts and assemblies.
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- 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.
- Meden School will address any concerns in an open and robust manner to ensure that all students are supported. There are a range of support mechanisms that we may put in place for our students. Meden School may access Social Services, The Early Help Unit, CAHMS, Sexions or offer support from our school counsellor or mentoring from a member of staff such as the Form Tutor, Head of Year or Student Standards Officers. Meden School also has the Impact Centre which can provide bespoke support for vulnerable students ranging from 1-2-1 support and a sensory room. Meden School also has a Main School Isolation Room and ALTEX, which can be used to support students. Meden School ensures that it has a strong pastoral structure with a member of the SLT overseeing the pastoral structure, dedicated head's of Year, Form Tutors and a dedicated team of non-teaching Pastoral Staff.
- 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 the School SENDCO Ruth Coleman.
- *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 staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school Peer-on-Peer Abuse Policy.*
- Staff and students of Meden School can seek support and advice from a range of sources. Staff and students can seek advice from the DSL Team. Staff are also able to gain advice and support from staff briefings, the Daily Bulletin and the Safeguarding Information Board in the staffroom. Staff also receive training on safeguarding both online and in person as a means of supporting them in spotting and dealing with safeguarding concerns. Students are able to gain support and advice from any adult in the school building. Students have a Form Tutor and a dedicated Head of Year, who is DSL trained. Students can also access support from the School Counsellor, the school website, their Personal Development lessons and the school Safeguarding Network on Microsoft Teams. Students are able to

see staff in person, or contact them via school email. Parents and students can also contact the DSL Team at any time using the DSL team email dsl@medenschool.co.uk

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 2021 Part Three and advised by Multi Academy Trust HR Services policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Services and as such Meden School uses the NSPCC Safer Recruitment Training
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and 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 KCSiE 2021 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2021 Part Three paragraphs 250 to 256.
- 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 2021 in line with KCSiE Part Four Section two. Staff can access a copy of this through the school website and the Nova Education Trust Gateway
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the School BOM and the Snr. DSL 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 Executive Headteacher 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, a member of SLT or in some circumstances the School Counsellor
- 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. All new staff, supply staff, volunteers, contractors and visitors are given a relevant induction and safeguarding information in relation to their purpose of being in the school building. New staff are given an extensive programme of training that outlines the safeguarding process and procedures of Meden School and how they should respond to disclosures and allegations. Supply staff and contractors are given information that displays the safeguarding processes of the school, while posters, which clearly display the DSL team and safeguarding processes are available for visitors.

Meden School recognises that it remains responsible for the safeguarding of pupils and Adults who supervise children on work experience. To ensure the placement provider has policies and procedures in place to protect children Meden School assess the risks of the placement and asks for a copy of any policies before a child is sent to the placement.

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 2021-2022 (LA template policy in the process of being revised).*
- *Attendance Policy.*
- *Behaviour Principles Written Statement – in behaviour policy*
- *Equality.*
- *CCTV Policy*
- *Central Record of Recruitment and Vetting Checks – in recruitment policy*
- *Complaints' Procedure Policy.*
- *Cyber bullying*
- *E-Safety Policy*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty*
- *Health and Safety Policy*
- *Disability Equality Action Plan*
- *Home-school Agreement Document*
- *Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to 'upskirting'.*
- *Register of Pupil Attendance.*
- *School Access Policy.*
- *School Behaviour – including physical intervention/positive handling guidance – updating for 2021*
- *Knife Crime Guidance 2019 (cross authority and in the process of being revised for September 2021).*
- *Relationships, Sex and Health Education*
- *Mental and Physical Health*
- *Special Educational Needs.*
- *CRB - Use of Reasonable Force Policy/ Guidance.*
- *Staff Behaviour (Code of Conduct policy).*
- *Staff Discipline Conduct and Grievance*
- *School information published on a website.*
- *Visitors and VIP Policy.*
- *Whistle Blowing Policy.*
- *Guidance for NSPCC helpline and usage*

Meden School will include our arrangements to respond to any disclosures or incidents involving sexual violence and child sexual harassment in our Peer-on-Peer Abuse policy and, as such, staff will ensure that the victim's voice is heard and taken seriously, any disclosure or incident is investigated thoroughly and seriously, if required information is shared with the relevant agencies and also with parents. Support will also be offered to both the victim and perpetrator.

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.

The staff at Meden School have clear roles in safeguarding pupils. The Snr. DSL must ensure that disclosures and allegations are reviewed and actioned correctly in a timely fashion to ensure that students are fully supported. This is done in collaboration with the Deputy DSL and School SENDCO at weekly RISK Meetings. The Headteacher holds the Snr. DSL to account at weekly meetings. The DSL Team as a whole must investigate disclosures and allegations as they arise and take appropriate actions in response to their findings. These actions can come after consultation with the Snr. DSL or Deputy DSL. The DSL Team are tenacious in their safeguarding and ensure that they follow up any referrals with the relevant agency. Staff who are not DSL Trained have a duty to be vigilant in spotting the indicators of abuse or harm and then using the Meden Safeguarding App to report any concerns promptly. All staff at Meden School have a responsibility to provide an open environment where all students feel comfortable in expressing themselves and know their voice will be heard and they will be taken seriously at all times. Staff at Meden are also thoroughly trained in safeguarding and are aware of the risks that our students may face. Every member of staff is integral in keeping our students safe and adopts an attitude of "it could happen here."

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 our School Behaviour Policy and expectations and remaining vigilant for any indicators of harm or abuse.

Staff at Meden contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities by conducting risk assessments using Evolve and through the appointment of 2 Educational Visit Co-ordinators to ensure that staff have considered all possible factors of risk. Staff must then follow the procedures. SLT and the EVC are always available for staff on a visit to contact and staff can thus receive any support and guidance they need.

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.

Meden School recognises it is a cornerstone of the community and has an open-door approach to parents. Parents can contact the school either by phone or email to arrange an appointment. If required parents can contact the DSL Team directly on the DSL email dsl@medenschool.co.uk.

Meden school acknowledges the importance of children and social workers meeting during the school day where required and a meeting room will also be provided on request. The DSL team works closely with Social Services to support children at Meden School. Meden School attends

meetings as requested, contributing fully and, where required, provides reports. Meden School always follows plans and agreements that are put in place with all external agencies to support and protect children subject to child protection, child in need and LAC plans, so that the child's needs are met.

Meden School has clear mechanisms to sign post students and parents to support. Meden School displays safeguarding information throughout the school including areas open to parents. This enables all stakeholders to gain an understanding and knowledge of our safeguarding procedures. There is also a range of information for both parents and students on the school website and a termly safeguarding newsletter is sent out to parents to outline key safeguarding messages. Staff are also able to discuss safeguarding issues in meetings as required and are able to advise parents on support that can be offered in support and externally.

Safeguarding Training

All our staff are aware of systems within Meden 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 2021.

Meden School ensures that all staff are inducted effectively by providing information and training commensurate with their role in school. All adults at Meden School are supported in understanding how to report concerns and incidents.

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.

Meden School recognises the importance of staff training in creating a safe environment for our students. Training is conducted by the Snr. DSL, Deputy DSL or the Lead for the Personal Development Curriculum. Meden School also makes use of training materials from NSCP, The Safeguarding Network, NSPCC and Nottinghamshire County Council. Staff are kept informed of any local or national changes to safeguarding guidance through weekly safeguarding briefings and the staff daily bulletin.

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.

Meden School helps staff understand their role through regular safeguarding training and refresher training as required. Any opportunities are promoted through the daily bulletin and are shared by the Snr. DSL. Meden engages with the NSCP by attending networking meetings. All staff at Meden School have an NSCP training account and they are signposted to key training resources.

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 2021.
- 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.

Meden School engages in learning opportunities and/or partnership work with organisations such as the NSPCC, TETC team, Police Early Interventions Officers, PCSOs, and counselling services such as CAHMS. As required Meden School also works with Sexions to provide support to students on building healthy sexual relationships.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, 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 2021 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).

Meden School recognises the importance of working closely with Social Services to support 'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs' and we will work with social care and agencies to address safeguarding and child protection concerns so that the needs of this group are met and any plans put in place are followed effectively by all members of staff at Meden School to ensure our students are protected and fully supported.

Teachers (including NQTs) and Headteachers – Professional Duty

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

The Children and Social Work Act of 2017, places responsibilities for Designated 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.

Meden School ensures it supports students who meet these criteria by providing robust pastoral support. Students are supported through an SEMH group, a LAC mentor and by staff following any plans that are put in place for these students. These students receive extensive support from their Head of Year. The Designated Teacher attends meetings to discuss the academic progress of these students and provides information on their school life at Meden. Students who meet this criteria are aware of who they can gain support from and this is communicated to them clearly.

Designated Safeguarding Lead

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

We also have a Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to

ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

In addition to the Snr. DSL and Deputy DSL there are also 8 other members of staff who are DSL trained and can support the Snr. DSL and Deputy DSL in executing their duties. The names of these DSLs can be found on Pg.5 of this policy.

All DSLs at Meden School have completed the necessary training and refreshers as required. The DSL Team are overseen by the Snr. DSL to ensure that Meden School fulfils our child protection responsibilities to meet the needs of the students 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, the Deputy DSL and School SENDCO meet weekly to discuss and review safeguarding cases within the school. This ensures they are fully informed and able to respond to the needs of the children who are subject to safeguarding concerns. Cases can be reviewed and actions put in place. The DSL Team meets ½ termly to discuss concerns and issues. The Snr. DSL and DSL team members are in regular daily contact and there is a clear expectation that the DSL should discuss concerns with the Snr. DSL and/or Deputy DSL. The Snr. DSL also ensures that all safeguarding logs are read and signed off so that the DSL Team are held accountable.

Meden School supports vulnerable children by providing a caring and supportive environment where their voice is heard and their needs met. There are a range of support mechanisms within the school that students can access. Students can access the School Counsellor, the SEMH group, the Impact Centre, receive mentor support from their Head of Year, Form Tutor or Student Standards Officer. Meden School also meets the needs of our pupils by referring to relevant outside agencies such as CAHMS, Social Services and Sexions.

Should children be subject of safeguarding concerns the Snr DSL remains responsible for oversight of any child on placements or alternative education arrangements. To ensure that this

accountability remains the Snr. DSL meets the Deputy DSL, the AP Lead, weekly to discuss safeguarding concerns.

Work with others

- Liaise with the headteacher/principal (where the Snr Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2021) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The head teacher, 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

Meden's Snr. DSL attends the NCC Designated Safeguarding Lead Focus Group Meetings which take place half termly at schools/academies around the County. The Snr. DSL raises awareness of any emerging issues by giving information to staff via weekly briefings, daily bulletins, staff noticeboards and DSL team meetings

The Deputy DSL is the line leader for the Personal Development Curriculum and is involved in planning the assembly structure for each year group. This enables them to contribute fully to curriculum and learning experiences of children. The Snr. DSL has created a training calendar and this has been shared with staff so they can use this to support their teaching of safeguarding while improving their own knowledge of safeguarding. Staff are also informed of information in bulletins, the staff noticeboard and weekly briefings. Meden School has links with NSCP, NSPCC, TETC team, Sexions, Police and CAHMS.

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.
- Meden School has a training calendar in place to ensure that all staff are aware of safeguarding issues that our students may face.

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 grooming into extremist behaviours and attitudes (KCSiE 2021 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 2021 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 Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- 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. (KCSiE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151).
- Meden School ensures an open and supportive environment so that students and staff feel confident and able to report concerns and disclosures. The Snr. DSL and DSL Team work to ensure that the child's voice is heard and taken seriously. Training on the safeguarding procedures is delivered by the DSL and all entries on the Safeguarding App are reviewed by the Snr. DSL and signed off if they are satisfactory. Where logs are not suitable staff are held to account with reference to training that has been provided. Information from the Safeguarding App can be exported and securely sent to other agencies as required. Records are sent promptly to other educational establishments when a student transfers school. Where a parent has opted for EHE Meden follows the Nottinghamshire County Council Procedure by communicating concerns and ensuring that the relevant agencies receive the information they need to carry out their role.

Availability

- During term time the Snr Designated Safeguarding Lead (or a Deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. 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 2021 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 has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the 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 2021.
- 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 2021. If the allegation is against the Headteacher/Principal, then the Executive Principal will manage the allegation.
- The Executive Headteacher and Nova Education Trust Director of Safeguarding will provide impartial oversight to the practices at Meden School and support Meden School staff in discharging their safeguarding roles.

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 2021, 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) 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 2021 from paragraph 105, the additional clarification about GPDR and withholding information. Including guidance/procedures put in place by our school, which can be found here Data Protection Policy and Publication Scheme <https://www.medenschool.co.uk/page.php?i=10>
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2021 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 training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as the school's 'critical friend'.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2021 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 2021 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage '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 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.
- 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 (maintained schools and academies) and the Designated Safeguarding Lead

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

Children with Special Educational Needs

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

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.
- Further information on SEND procedures can be found on the Meden School SEND Policy <https://www.medenschool.co.uk/page.php?i=10>

Taking action where concerns are identified

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

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

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

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

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions;
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ 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.

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

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

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

Information Sharing

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

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

- *DfE KCSiE 2021 paragraphs 105 to 113 and Annex C has been updated to further clarify about GDPR and withholding information and additional information added which makes clear about the powers to hold and use information when promoting children's welfare.*
- *HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*
- *Staff and governors have completed the GDPR Information Sharing Training.*

Records and Monitoring (KCSiE 2021 paragraphs 71 to 72, Part Five, Annex C)

Meden School records disclosures and incidents on the Meden School Safeguarding App. This is a double password protected system that stores safeguarding logs to a student's file in chronological manner. Staff are able to input their concerns and the DSL can input their investigation/response in an action box below. This allows for clear tracking of concerns and actions, which the Snr. DSL

reviews daily and signs off. Records are also monitored through weekly meetings with the Snr. DSL and Deputy DSL and termly meetings, to provide oversight, with the Snr. DSL and Safeguarding Governor. The electronic system has been created so that specific concerns can be recorded and the DSL Team can upload specific notes, files and documents to the student's profile to enable the school to track and 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.

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body 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.

Why recording is important

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

Our school (Meden School) maintains paper 'child protection confidential' Files from the student's early years and primary education but all concerns and incidents occurring while the child is a student at Meden are logged on the Meden School Safeguarding App, which has been signed off by the Governing Body. The system is secure; staff have to log onto the Nova Education Trust Gateway and then enter a separate password to gain access to the Safeguarding App. The system used is robust and logs are continually reviewed by the Snr DSL and it is appropriate as it allows timely reporting and action to be carried out and tracked accordingly.

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 2021 paragraphs 71 to 73, 112 to 113 and Annex C pages 146 to 148).

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.

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

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 Meden School Safeguarding App is a secure online system that is double password protected. Staff log on to the Nova Education Trust Gateway and then select the Safeguarding App and enter a separate password. Staff are then able to search for a student's profile and enter their concern after selecting the relevant category from a drop-down list. Logs are then saved and then stored on a secure server. Concerns that are made are actioned by a member of the DSL Team and then

reviewed by the Snr. DSL. Members of the DSL Team will review cases and close any that require no further action. This does not delete any files but simply removes them from the open files list.

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 2021 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 2021 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 required by KCSIE 2021 page 148.

Our Snr DSL 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 2021 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 2021 paragraphs 71 to 73, 113 and Annex C pages 146 to 148).

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 be recorded on the Meden School Safeguarding App in a clear chronology, 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.

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 document published March 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 2021 paragraphs 121, Annex A & Annex C Online Safety page 117 to 118).

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.

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

The education we provide for online safety will take into account the harm, injury or harassment involved in sexual violence and sexual harassment between child in schools and colleges. This issue will also be taught as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2021.

Meden School has a clear commitment to RSHE. RSHE has been placed at the centre of our student's learning and is part of Personal Development Curriculum. This curriculum will deliver age appropriate learning opportunities to all students. RSHE will also be covered in assemblies and through the use of outside experts in some circumstances.

Stakeholders at Meden School have been made aware of on-line safety to minimise the safeguarding risks technology can pose. Students have received both online and live assemblies on online safety and have been taught about online safety in lesson. Information has been shared with them via platforms such as Microsoft Teams and the School Website. Parents have been sent letters and signposted to the School website, which contains parent specific information. Safeguarding information has also been included on the Safeguarding Newsletter.

Students who are working from home due to medical concerns or as an alternative to mainstream provision are still central to our school community. In these circumstances Meden makes regular contact with parents via phone, asking to speak the child, home visits and by also conducting

Microsoft Teams sessions with a member of Meden Staff at an agreed time. Meden staff will still follow the same procedure to report any concerns about a student who is working from home and Meden will ensure that these students are fully supported.

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:

- *The Student Wellbeing section of the Meden School website offers a range of links to advice and information to parents*

<https://www.medenschool.co.uk/page.php?p=wellbeing>

Resources parents could highlight to their children including weblinks:

- *The Student Wellbeing section of the Meden School website offers a range of links to resources that parents could highlight to their children*

<https://www.medenschool.co.uk/page.php?p=wellbeing>

The following appendices are a part of this policy:

<i>Appendix 1 - NCC LA Flow Chart 2021-2022 'What to do if you are worried a child is being abused at risk of harm or neglect.</i>
<i>Appendix 2 -Template: Body Maps Guidance and Body Maps</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 '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 appropriate, 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.

Children's Social Care
During Office Hour, Monday to Friday
Multi Agency Safeguarding Hub (MASH) Tel: 0300 500 80 90
If the child is at immediate risk dial 101 and ask for assistance Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.

**Out of hours
Emergency
Duty Team**
5.00pm – 8.30am
Tel 0300 4564546

**NSPCC Whistle
blowing Tel:**
0800 028 0285

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

**Consult with 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 Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921
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.**

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.

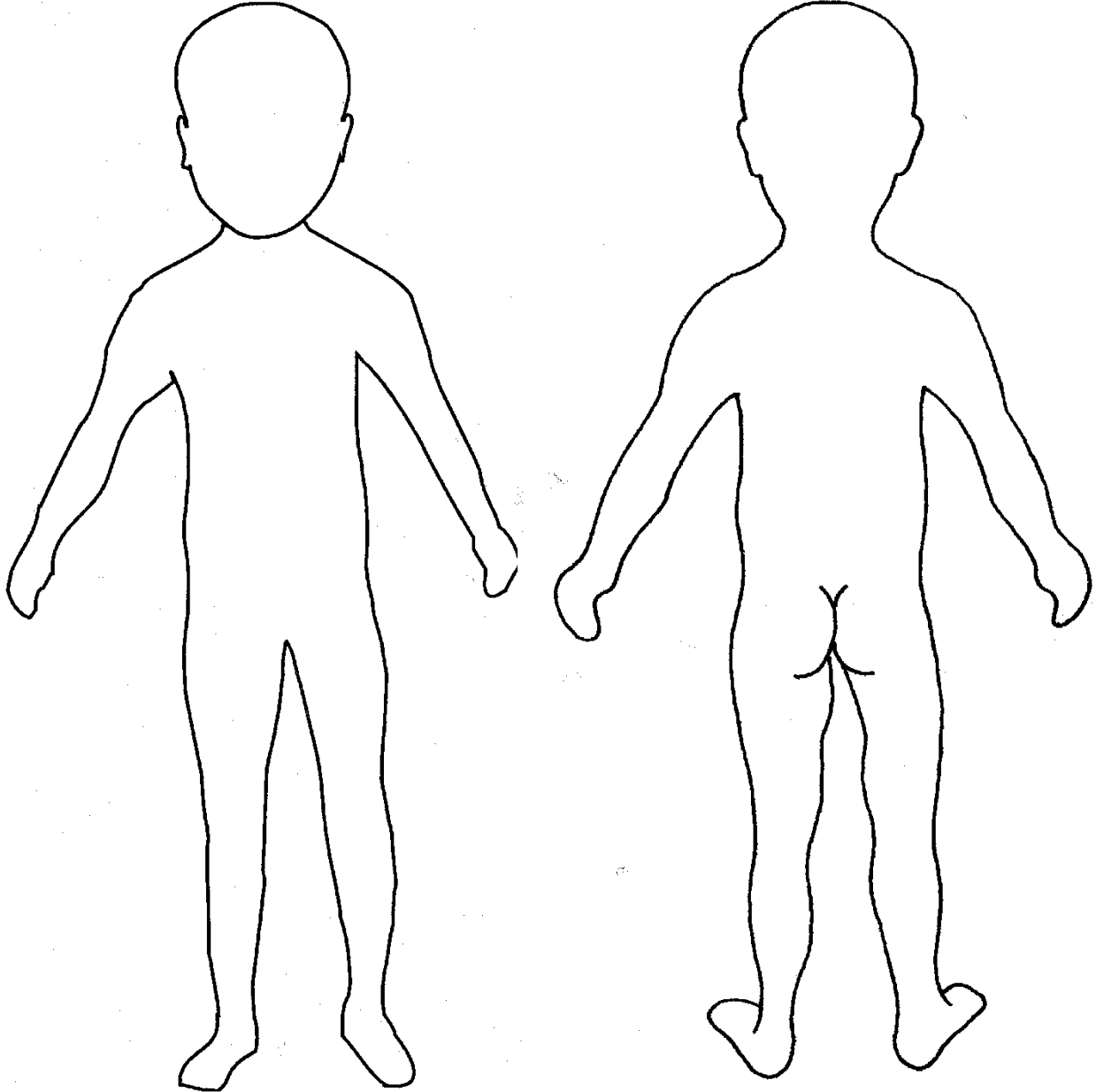
BODYMAP

(This must be completed at time of observation)

Names for Child: _____ Date of Birth: _____

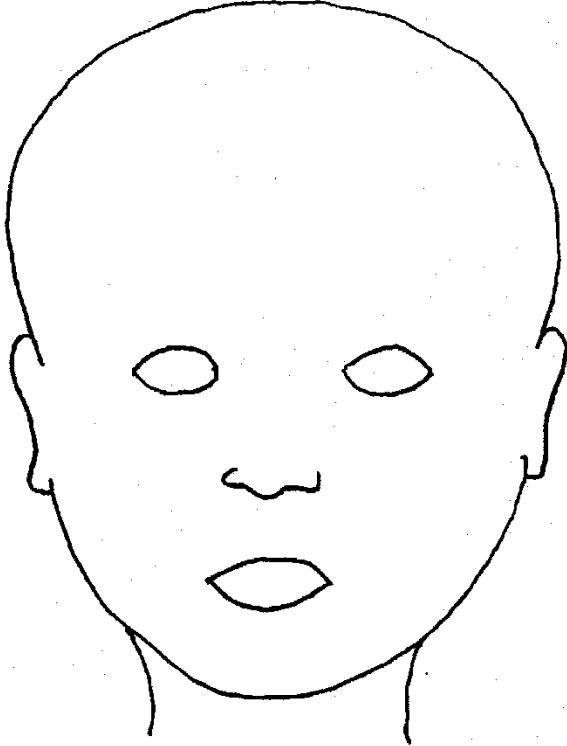
Name of Worker: _____ Agency: _____

Date and time of observation: _____

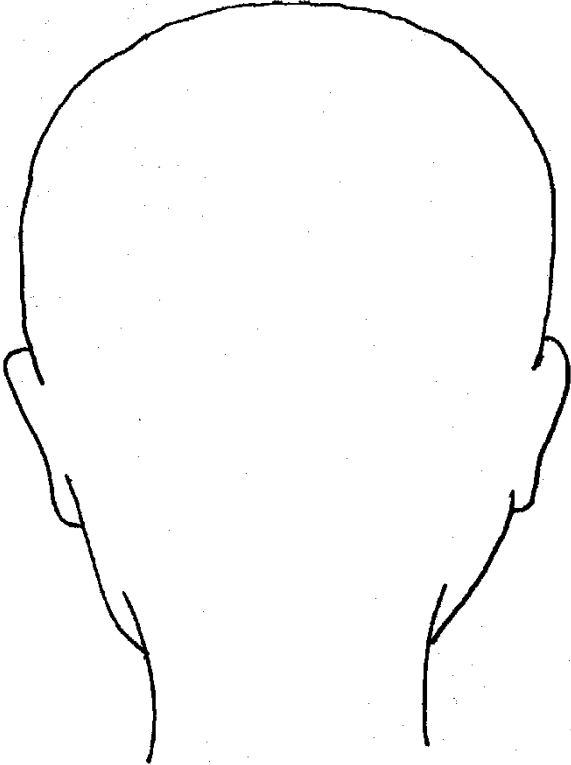


Name of
Child:

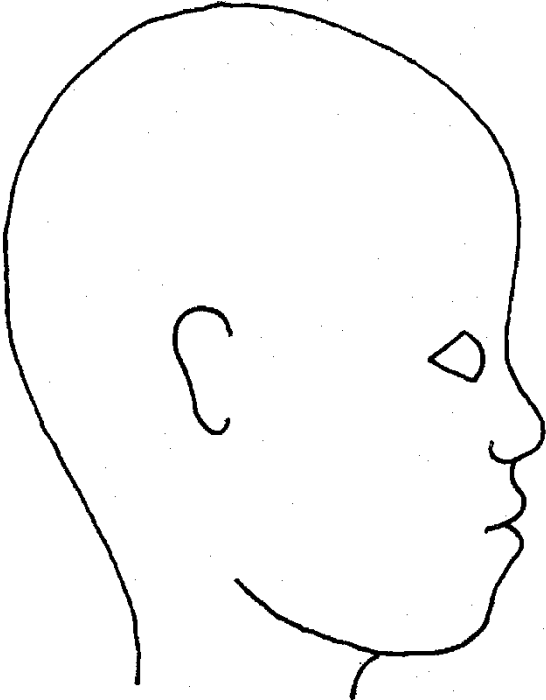
Date of
observation:



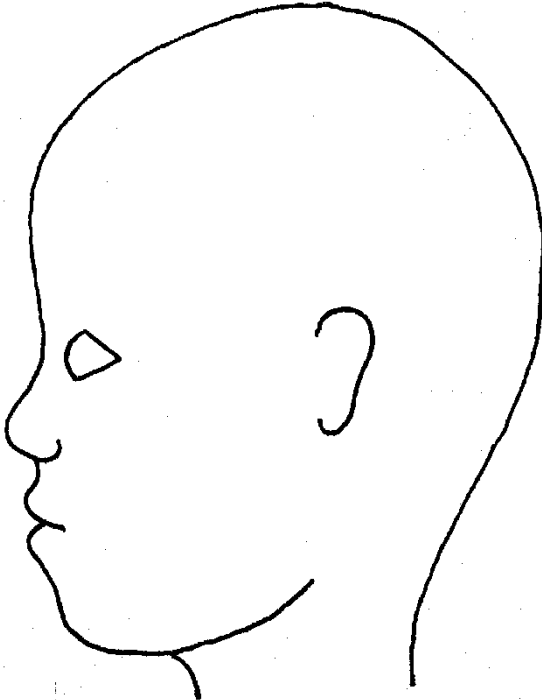
FRONT



BACK



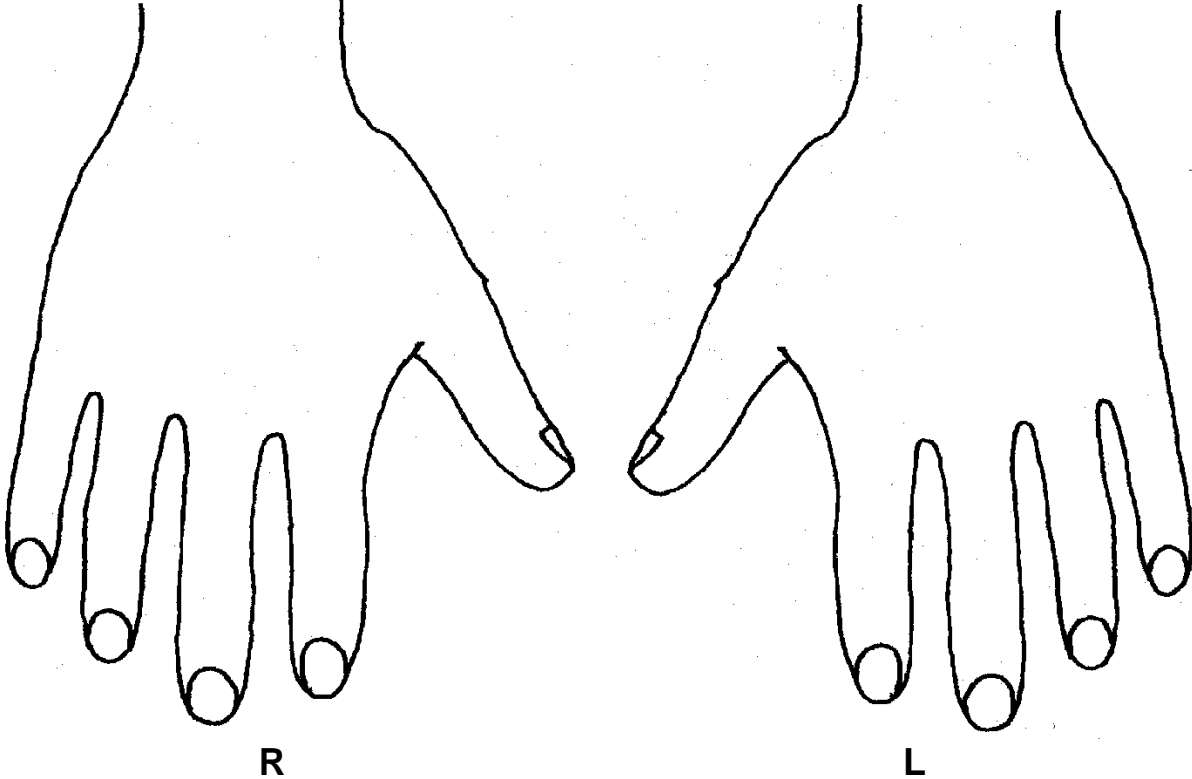
RIGHT



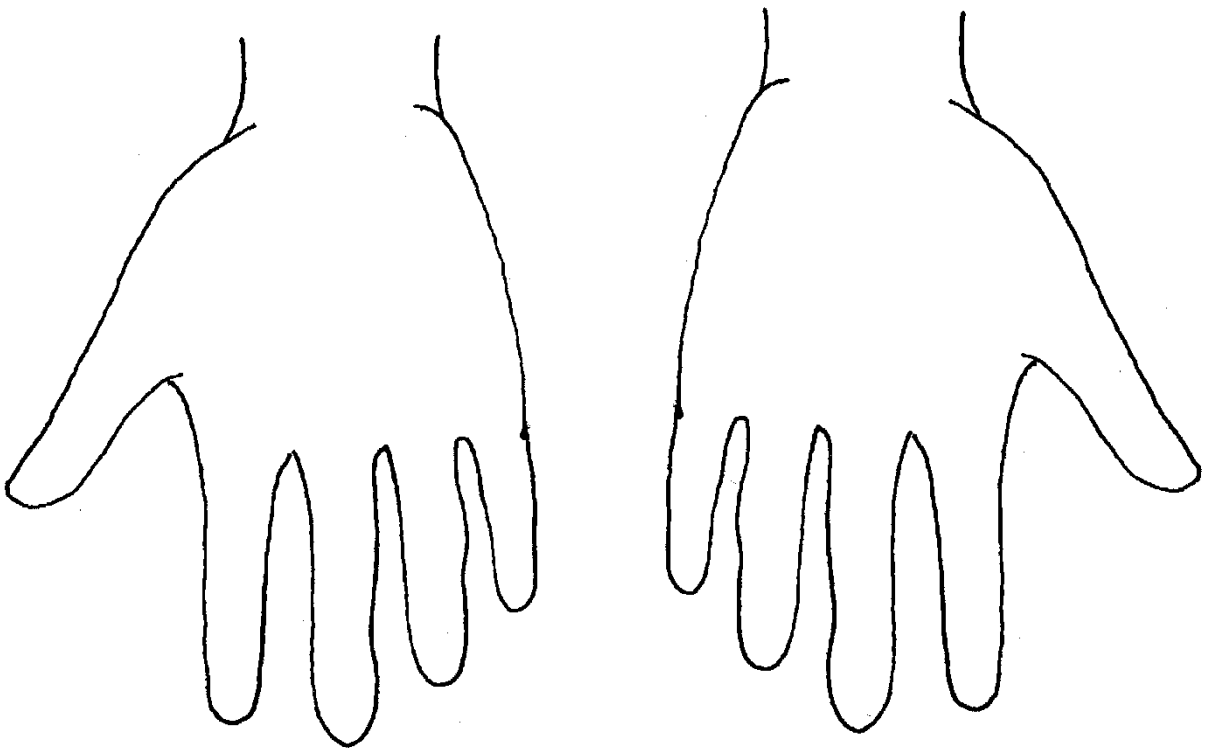
LEFT

Name of Child: _____

Date of observation: _____



BACK



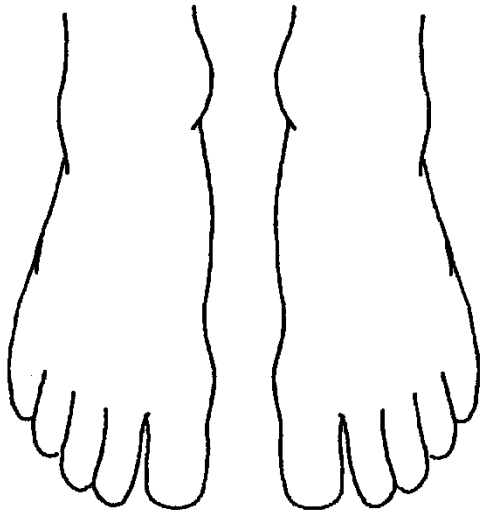
R

PALM

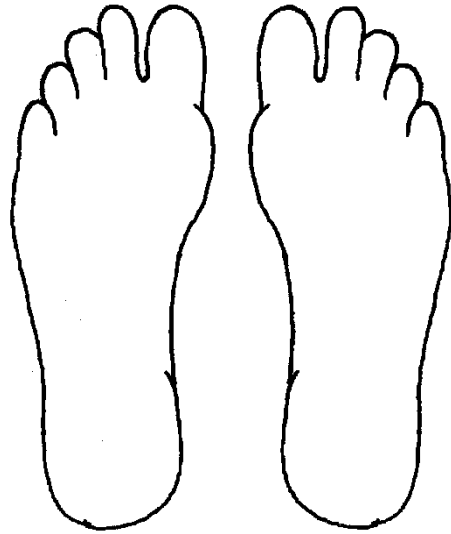
L

Name of Child: _____

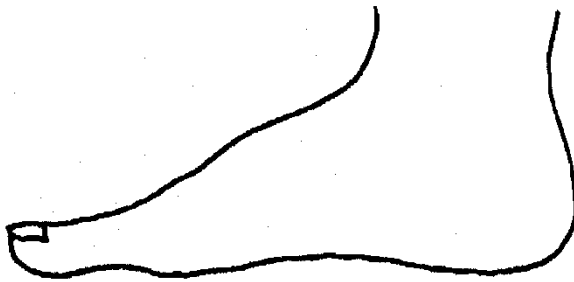
Date of observation: _____



R TOP L



R BOTTOM L

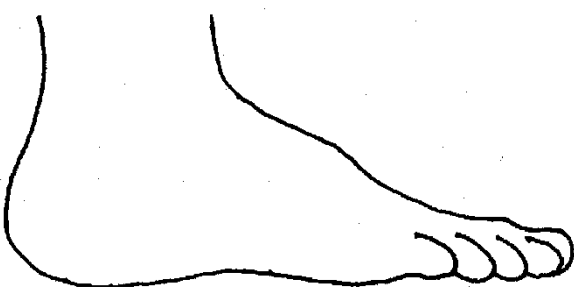


R



L

INNER



R



L

OUTER

Printed Name and
Signature of worker: _____

Date: _____

Time: _____

Role of Worker _____
Other information: _____